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ABSTRACT

Eleven activity sets suitable for supplementing social studies units in grades 3, 4, and 5 are presented. Each set lists appropriate resources, concepts, general objectives and instructional objectives for each activity within the set. Grade 3 sets are "You Can Help Conserve Our Natural Resources," "Urban Decay and Urban Renewal," "The Use of Natural Resources in the Home," and "Problems, Problems, Problems, The Local Government Can Help." Activities include a role-playing situation depicting 25 years from now when natural resources are limited and the cities are crowded: viewing and discussing filmstrips and slides about the growth of a city: and drawing pictures of possible future cities. Also, students receive a coloring book of different types of shelter and play a game, "Shelter and Food." Grade 4 sets include "What Does City Government Do?" "Who Is a Southerner?" "Understanding Differences in Culture," and "Map Skills for North Carolina Citizens." Students learn about powers, responsibilities and services of local government and the geographical features, famous people, and life-style of the Southern United States. Values clarification, geneology exercises, and learning map skills through filmstrips are other activities. Grade 5 sets examine "Where is the Federal Government in Your Community?" "Taxes -- Do We Need Them?" and "The Study of Immigration to the United States." Students study the activities of federal agencies, the process of collecting taxes, and the steps one must undertake to become a naturalized citizen. Immigration and citizenship forms are included. (KC)

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Project ACE Activity Sets. Book I:

GRADES 3, 4, and 5

1979

SP 012 515

Developed by Project ACE Lead Teachers
From The
Greensboro City School System
Grace Lutheran Primary School
St. Pius X School

BOOK I: PROJECT ACE ACTIVITY SETS

GRADES 3, 4, and 5

Developed by Project ACE Lead Teachers
From The
Greensboro City School System
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St. Pius X School

CONTENTS:

Introduction
Participants
The Goals and Objectives of Project ACE
Components of a Project ACE Activity Set
Activity Set Evaluation Form

Barrier, Donna, Where Is The Federal Government in Your Community? (Grade 5).
Students learn about the purposes and functions of federal government agencies which have offices in their home town. Among the agencies studied are the Internal Revenue Service, Food and Drug Administration, the Weather Bureau, the National Parks Service, Department of Transportation, and Postal Service.

Brown, Marie, What Does City Government? (Grade 4).
Students learn about the powers and responsibilities of city government leaders and about the services provided by city government.

Carpenter, Phyllis, You Can Help Conserve Our Natural Resources (Grade 3).
A Series of thought-provoking exercises which encourages elementary students to analyze their natural resources and to think about ways in which they might help to conserve our natural resources.

Cooke, Joy, Taxes--Why Do We Need Them? (Grade 5).
Students learn about the process of collecting taxes at the local, state and national levels of government and the ways in which these taxes are used.

Deans, Juanita, Urban Decay and Urban Renewal (Grade 3).
This activity set stresses the stages of development through which most American cities have evolved.

Henderson, Doretha, Who Is A Southerner? (Grade 4).
This activity set presents an in-depth analysis of the Southern region of the United States including its geographical features, its famous people, and its typical type of life style.

Maness, Trudi, The Study of Immigration to the United States (Grade 5).
Students learn about past and present day immigrant groups, about the problems these immigrants have generally faced, and about the steps one must undertake in order to become a naturalized American citizen.

PROJECT ACE ACTIVITY SETS
(Continued)

McAdoo, Lola, The Use of Natural Resources in the Home (Grade 3).
Students learn about various types of homes throughout the world and ways in which these homes have been designed to conserve on energy.

O'Brien, Carol, Understanding Differences in Our Culture (Grade 4).
After participating in a series of exercises designed to clarify values about different racial and nationality groups, students explore the "roots" of their own families and apply this information to a study of immigrant groups now living in their community.

Parnell, Ginger, Map Skills for North Carolina Citizens (Grade 4).
Students learn the skills of map reading by viewing a filmstrip and by locating various places of interest on state and local maps.

Womack, Lora, Problems! Problems! Problems! The Local Government Can Help (Grade 3).
As a result of considering a series of problems which commonly occur in a local community, students learn that citizens and local government officials can work together to solve these problems.

WHERE IS THE FEDERAL GOVERNMENT IN YOUR COMMUNITY?

Grade 5

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A PRODUCT OF:

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Ms. Barbara Smey
Project Director

NOTE TO TEACHERS:

This activity set is designed to follow a formal study of the organization and activities of the United States government in the fifth grade. It is often difficult for students and other citizens to recognize that our vast federal government can be found in every community in the United States. Therefore, using your community as an example, the students will be given activities to help identify those agencies and bureaus found in that community that are part of the federal government. By completing these activities, students should be able to see how the government touches and affects their lives.

Each community will vary in the number and types of federal agencies and bureaus located there. Activity 1 must be taught. After that, the flexibility of the set allows the teacher to decide which activities should be taught and in what order they should be taught. It is not necessary to teach all activities in order for students to understand that the federal government can be found in their community. However, if time allows, teaching each activity would provide additional reinforcement.

Another approach you may wish to take is to divide the class into groups. Assign each group one of the activities that you wish to teach. Have them do the activities as a group and report back with some type of culminating activity. They may use one in the activity set or they may decide to make up their own. If this type of approach is used, Activity 1 should be done with the entire class as an introduction and Activity 8 should be done with the entire class as a culminating activity.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

I. For the Students

	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Simulations	
New Highway--A Community Decisions Game. Middletown, Conn.: Education Ventures, Inc., (Cost = $6.00).	1
BOOKS:	
Maher, John E. Ideas About Taxes. New York: Franklin Watts, 1972, (Cost = $4.47).	5
PAMPHLETS:	
U.S. Department of Commerce, Flash Flood. Washington, D.C.: National Oceanic and Atmospheric Administration, (Cost = Free).	1
U.S. Department of Commerce, The Great Outdoors of the USA. Washington, D.C.: Author, (Cost = Free).	5
U.S. Department of Commerce, The Hydrologic Cycle. Washington, D.C.: National Oceanic and Atmospheric Administration, (Cost = Free).	1
U.S. Department of Commerce, Tornado. Washington, D.C.: National Oceanic and Atmospheric Administration, (Cost = Free).	1
U.S. Department of the Treasury, Understanding Taxes '78. Washington, D.C.: Internal Revenue Service, (Cost = Free).	35
U.S. Department of Health, Education, and Welfare, FDA Consumer Memo. Rockville, Md.: Food and Drug Administration, (Cost = Free).	5
U.S. Department of Health, Education, and Welfare, We Want You to Know About Today's FDA. Rockville, Md.: Food and Drug Administration, (Cost = Free).	5
WORKSHEETS AND/OR HANDOUTS:	
Forte, Imogene, and MacKenzie, Joy. "Tax Information Sheet." Kids' Stuff Social Studies. Nashville, Tenn.: Incentive Publications, 1976.	35
U.S. Department of the Treasury. Form 1040.	35
U.S. Department of the Treasury. Form 1040-A.	35
U.S. Department of the Treasury. Instructions for Form 1040.	35
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RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET
(Continued)

II. For the Teacher as Background Information

	No. Per Act. Set
Activity Set Evaluation	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Interdependence
Levels of Government
Citizenship Responsibility

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that the United States' government is structured to be responsible to its citizens' needs in many communities.	1-8
Students will know that citizens may participate in making decisions about governmental actions.	1-8
2. Skills	
Students will locate information about the presence of the federal government in their community.	1-7
Students will make decisions about the location of a new highway.	8
Students will plan for implementing their decision about highway locations.	8
3. Valuing	
Students will value effective citizen participation in making a decision about the new highway.	8
Students will value information-gathering as a part of learning.	1-8
4. Responsible Behavior	
Students will respect the rule of the majority and respect minority rights in the simulation "New Highway."	8
Students will actively participate in research activities and simulated problem solving.	3,5,8
Students will cope with the consequences of decision-making in "New Highway."	8
Students will accept the consequences of their own actions in "New Highway."	8

Activity 1

Instructional
Objective: After examining the telephone book listings for federal government offices, the students will be able to list five agencies and departments of the federal government that have offices in their community.

Materials: Telephone books from your community

Teacher Activities	Student Activities
From our study of the federal government, let's review and name some departments, agencies, and organizations that we studied about.	Students should discuss and name agencies as teacher writes on the board.
Do you think that all of these have headquarters in Washington?	Answers will vary.
Do you think that some may have offices in other cities? Why?	Some departments touch the lives of people on state and local levels and need offices there to set up programs
Today we are going to find how many governmental offices in our community are related to the federal government. How do you think this can best be done?	Answers may vary, but teacher should direct the discussion in the direction of the telephone book.
Now that we have decided to use the telephone book--where do you think we would find this information? If students do not know, suggest possibilities and let them explore.	Under "Government Office--U.S." (yellow pages) "Unites States Government" (white pages)
How many did you find?	There are between 50 and 60.
Which of these do you think affect you and your parents as citizens most directly?	There are many answers the students may give, but weather bureau, highway department, Food and Drug Administration, courts, U.S. Post Office, IRS are some that should be mentioned.

Activity 2

Instructional Objective: After discussing taxes, students will be able to identify five types of taxes assessed by the government and will recognize IRS form 1040.

Materials:
- Book--Maher, J. E., Ideas About Taxes
- Pamphlet--Understanding Taxes '78
- Worksheets--Forte and MacKenzie, "Tax Information Sheet"
  - Form 1040
  - Form 1040-A
  - Instructions for Form 1040
- Encyclopedia

Special Directions to the Teacher: This activity may be too difficult for the entire class. You may wish to use it with students of higher ability or with students who have an interest in taxes.

Teacher Activities	Student Activities
Discuss with the students the concept of income tax and the American government's reason for taxing income. What are taxes? Why do we need them?	Students should respond that people pay money in order for government to carry out certain functions.
How does the government get money?	Maher, J. E., Ideas About Taxes, p. 15.
What kinds of taxes do citizens of the United States pay?	Answers will vary, but some answers may be property, income, sales, corporation, license, state, federal, dog tax, inheritance.
What kinds of taxes do adults you know pay?	Same as above.
Most of the federal government money comes from individual taxes. Today, we are going to discuss a fictitious American family. You will be given a form that was supplied by the IRS office (1040) and a tax information sheet on this family.	Distribute IRS form 1040 and copies of the attached tax information sheet. Also, distribute copies of Understanding Taxes '78. Using page 10 and the IRS forms and the fictitious family, they should try to fill out form 1040.

Activity 2 (Continued)

Teacher Activities	Student Activities
When forms have been completed, compare and check answers.	
Why do people pay different amounts of taxes?	Students should look at page 15 in Understanding Taxes '78. They should be able to tell in Tax Table A-Single that a single person having 2 exemptions pays more taxes as their salary goes up.
Have students as culminating project prepare charts and graphs of the services that tax-supported agencies provide the people. Provide them with information from the IRS and the encyclopedia.	Students can prepare charts and graphs of the services that tax-supported agencies provide the people, such as expenditures for national defense, agriculture, health-education-welfare, veteran benefits and services, space, etc.

TAX INFORMATION SHEET

Use this information to complete federal income tax form.

Mr. A. Merican and wife, Ima Merican, are each 41 years old. They have two children: son (16 years old), and daughter (12 years old).

Mr. Merican is an insurance agent. He and his family live in a ten-room house. One room of this house is Mr. Merican's business office.

For this tax year he earned a salary of $19,500 from his insurance business. He earned additional income of $1,400 royalties paid on a handbook he wrote on insurance buying. His wife, Ima, earned $4,200 as a dance instructor. Together they paid property tax of $1,280 and state income tax to the State of New York totaling $900. They make monthly mortgage payment on their home of $267. $190 of this payment is interest. This tax year they bought a new car for which they pay $110 a month. $36 per month of this payment is interest. Mr. A. Merican traveled 8,000 miles for his business and another 7,000 miles for pleasure. He spent $540 on business entertainment. The family had no medical expenses.

Forte, Imogene, and MacKenzie, Joy. "Tax Information Sheet." Kids' Stuff Social Studies. Nashville, Tenn.: Incentive Publications, 1976.

Activity 3

Instructional
Objective: After studying newspapers, brochures, and pamphlets on the FDA--students will be able to list two functions of the United States Food and Drug Administration and to describe at least three specific steps taken by the FDA to protect themselves and their families.

Materials: Pamphlets--FDA Consumer Memo
We Want You to Know About Today's FDA

Teacher Activities	Student Activities
From the news you have read in the newspaper and heard on T.V., do you have some ideas as to what the Food and Drug Administration does?	Students may respond that this agency sets up laws about the foods and drugs we use.
Does anyone know of some examples of things the FDA has warned against?	Cyclamates, saccharin, red dye, hair color, nitrates in food, asbestos, etc.
How does this agency actually do its job of protecting us?	Alerting the public, pharmaceutical companies, etc.
Pass out brochures, pamphlets, etc. received from the FDA.	
Ask students to make a list of all of the functions of the FDA and different responsibilities of each person's job (i.e., consumer safety officer, FDA laboratory scientist, FDA researcher, FDA food inspectors, FDA drug inspectors).	Students should be divided in groups. The groups should be divided by teacher and told to list the jobs they found in the pamphlets and the functions of the FDA.
Prepare a bulletin board for students to bring in magazine and newspaper articles relating to foods and drugs the FDA is investigating.	Students should look for current events items to include on a bulletin board about foods and drugs being investigated by FDA.
Teacher should contact the FDA listing in their community. Sometimes there is a consumer officer who can visit the classroom.	If a speaker can come, have the students select questions to present to the speaker.

Activity 4

Instructional
Objective: After reviewing reading materials, students will be able to list five services provided by the weather bureau.

Materials: Encyclopedias
Books on weather
Newspapers

Teacher Activities	Student Activities
Today we are going to talk about another service in our community that is part of the federal government. This is an agency that touches your life every day. You hear about it in the morning, and you let it influence what you are going to wear. You listen or hear about it at night to find out if your sports games will go on as usual. Can anyone tell me what it is? For what other reasons do you listen to the weather report?	Weather Bureau 1. Snow warnings 2. Flood watch 3. High and low temperature 4. 5-day forecast 5. Recreational weather
This service is part of the Department of Commerce. Using our encyclopedias, find 5-6 other things the weather service does. (2 or 3 students can do this.)	1. Issues forecasts 2. Provides warnings of hurricanes, tornadoes, etc. 3. Measures rainfall and river levels to forecast navigation, floods, etc. 4. Issues weather information for farmers and pilots 5. Keeps records of the climate of the United States and other countries and studies ways to improve weather forecasting
To help us understand the techniques of weather forecasting, we might want to visit the National Weather Service.	Check with the Weather Bureau in your community to see if such visits are allowed.
What are some things you would like to find out about weather forecasting?	Answers will vary, but if some of the following are not suggested, weave them into the discussion.

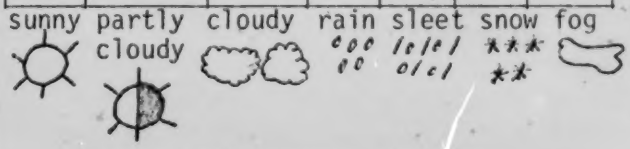
Activity 4 (Continued)

Teacher Activities	Student Activities
We are going to do some research on weather proverbs. How could you find some proverbs? How could you find out if they are valid? (Below are some proverbs the students may come up with.) 1. "Thunder in the morning, rain before night." 2. "Who soweth in rain shall reap with tears." 3. "The northwind doth blow and we shall have snow." 4. "If wind follows sun, fair weather will come." 5. "If clouds fight the wind, a storm will begin." 6. "Birds roost before a storm." 7. "A chirping cricket can give a temperature." 8. "Weather can be predicted by stripes on a wooly caterpillar." 9. "Red sky in morning, sailors take warning." 10. "When the stars begin to huddle, the earth will soon become a puddle."	1. What information is required to make a scientific forecast? 2. How are weather maps prepared? 3. What are the standard weather map symbols? 4. How often are weather forecasts correct? 5. What happens to make forecasts incorrect? 6. Why must weather forecasters know the weather in distant areas? 7. Why are weather forecasts not always accurate? 8. What causes thunder and lightning? 9. What are the highest and lowest temperatures ever recorded? 10. How do clouds form?

Activity 4 (Continued)

Teacher Activities	Student Activities
You may wish students to research the reasons proverbs came about.	1. Man began to observe environment for clues as to when he should hunt, fish, plant, etc. 2. Man observed the recurrence of weather phenomenon. 3. Many superstitions concern animals because man believed they lived close to nature and were therefore extremely sensitive to weather changes.
If you visit the weather station, discuss what was learned. Divide the class into groups. Ask them to bring in the weather section of the newspaper for a week. This is prepared by the U.S. Department of Commerce.	Each group should take this information from the newspaper and make charts and graphs with the statistics. They may want to make a bulletin board display showing the maps and how the systems move across the country. Only one would be submitted per group.
Now using what you have learned, each of you will keep a weather chart for a week. You may wish to use your own symbols or the weather bureau symbols.	Students make a chart similar to this.
Write a paragraph on "How the U.S. Weather Service Affects My Life."	Students write paragraph using information they have learned.

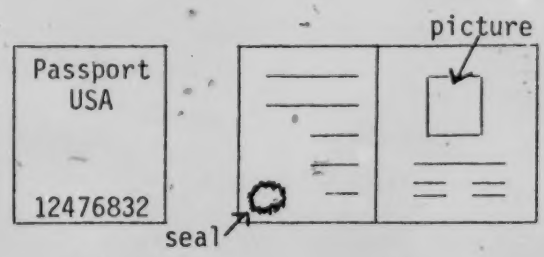
Date	Sunrise	Sunset	Temp 9 am	Temp 9 pm	Wind	Weather



Activity 5

Instructional
Objective: After studying passport information, students will be able to identify the agencies and departments they must contact in order to receive a passport.

Materials: Travel books on Europe
World Almanac
Construction paper for passports

Teacher Activities	Student Activities
Divide the class into groups of 4 or 5 students. Have each group decide on a country in Europe to visit. After deciding, they should find out what they need to do before leaving.	Using reference book, students should decide that 2 major things they need to do are to get a passport and get shots. These are both decided by the U.S. government.
What is a passport?	A travel document that identifies the holder as a citizen of the country by which it is issued. It also requests the countries visited to give the holder safe passage, lawful aid and protection.
Teacher should have class apply for passport information. Select 1 or 2 students to write to: Passport Division Department of State Washington, D.C.	
Some countries do not require passports. Ask the class to find out which ones.	Bermuda, Canada, Mexico, and some of the West Indies.
Have students that have passports to bring them in to show the class.	
Have each student to make his own passport. He could affix postage stamps of the country to be visited if they are collectors.	

Activity 5 (Continued)

Teacher Activities	Student Activities
Tell the class or groups to use information from the World Almanac to make a list of things needed to do to get a passport.	1. Fill out the application in person before: a. Passport agent b. Clerk of federal court c. A clerk of any state court of record or a judge or clerk of any probate court or d. A postal employee at a post office designated to accept applications 2. Submit proof of citizenship. Acceptable documents are: a. Previous U.S. passport b. Birth certificate 3. Submit identification. a. Previous U.S. passport b. Driver's license c. Governmental identification card 4. Photographs--2 identical ones taken within 6 months of the application. 5. Validity and Fees a. Valid for 5 years b. Passport fee is $10.00. c. An additional $3.00 is charged whenever the application is executed before an official. A student should contact the Post Office in their community to find out the proper procedure and steps to take.
Teacher should have one student contact the Health Department in their community to find out what shots are required. (This cannot be done before since the teacher does not know the countries selected.)	If students receive immunization forms from the Health Department, they should fill them in.

WHAT DOES CITY GOVERNMENT DO?

Grade 4

Marie Brown
Frazier Elementary School
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Greensboro, N. C.

A PRODUCT OF:

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Project Director

NOTE TO THE TEACHER:

After teaching the first activity and the vocabulary list, the remaining activities may be taught in any order chosen by the teacher. The purpose of this activity set is to deal with only city government and not to focus on a variety of local governments.

Most city governments have community representatives available who would be able to provide information for your class about your city's government. Getting this information from your city's representative would enhance this activity set.

Also, most cities, make available materials about city government which you could distribute to your students.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Students	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Cassette	
Dinkmeyer, Don. "Duso D-2, No. 4, Side B." Developing Understanding of Self and Others. Circle Pines, Minn.: American Guidance Services, Inc., (Cost = $6.50).	1
Film	
Why We Have Taxes: The Town That Had No Policeman. New York: Learning Corporation of America, (Cost = $145.00).	1
Filmstrip (Sound)	
"How Are Leaders Elected?" Political Science Series, Set I: City Government. (Published by McGraw Hill) Culver City, Calif: Social Studies School Service, (Cost = $20.00).	1
"How Does the City Protect People?" Political Science Series, Set I: City Government. (Published by McGraw Hill) Culver City, Calif: Social Studies School Service, (Cost = $20.00).	1
"What Do Councilmen and Judges Do?" Political Science Series, Set I: City Government. (Published by McGraw Hill) Culver City, Calif: Social Studies School Service, (Cost = $20.00).	1
"Who Leads Your City?" Political Science Series, Set I: City Government. (Published by McGraw Hill) Culver City, Calif: Social Studies School Service, (Cost = $20.00).	1

	No. Per Act. Set
BOOKS:	
Law in American Society Foundation. Foundations of Justice--Student Activity Booklet. Columbus, Ohio: Charles E. Merrill Publishing Co, 1975. (Cost = $26.00).	28
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Problem-Solving Checklist	35
Vocabulary List	35
OTHERS:	
Cards with names of city council members	
Sample ballot	
"Everyone Should Be Treated Equally." Poster VIII-D, Unit VIII/Cycled - DUSO D-2.	1
For the Teacher as Background Information	
BOOKS:	
Law in American Society Foundation. Foundations of Justice--Teacher's Guide. Columbus, Ohio: Charles E. Merrill Publishing Co., 1975.	1
OTHERS:	
Vocabulary List Answer Sheet	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

City Government
Leadership
Citizenship
Decision-making
Responsibility

II. OBJECIVES

	Activity Number
1. Knowledge	
Students will know that city governments elect leaders and try to operate democratically.	1,2,3,4,5
Students will know that there are many ways in which citizens can influence city leaders, such as voting.	6,7
2. Skills	
Students will make decision about the best solutions to possible problems.	6,7
Students will be able to acquire needed information about city government from filmstrips and interviews with leaders.	3,4,5,6,8
3. Valuing	
Students will begin to analyze the processes of change, development, and evolution which are a part of the city government.	7,8
Students will learn to respect law as a growing and developing body of rules through which the American people govern themselves.	2,7,8
4. Responsible Behavior	
Students will reinforce and praise good citizenship in their classmates.	4

Activity 1

Instructional Objective: As a result of this activity, students will be able to 1) define leadership 2) identify qualities that others recognize in an effective leader 3) list those qualities in themselves that they would like to give attention to in order to be a more effective leader.

Materials: Cassette--Dinkmeyer, "Duso D-2, No. 4, Side B"
Poster VIII-D: "Everyone Should Be Treated Equally" in Unit VIII/Cycled - DUSO D-2

Special Directions to the Teacher:
Make sure that you teach this activity first.

Teacher Activities	Student Activities
Write the concept "leadership" on the board.	
Ask each student to quickly write a word or phrase that comes to mind when they first look at the concept "leadership."	
Have each student read his/her written response to the entire class.	
Play the cassette "The Class Election"	
Use the cassette to discuss the meaning of the concepts equality and human dignity.	Participate in discussion.
Ask the students to list the qualities they would like to develop in order to be a more effective leader.	Examples of qualities students might list: Ability to communicate well with individuals. Ability to make wise decisions. Concern for fellow man.

Activity 1 (Continued)

Teacher Activities	Student Activities
Next list ways in which students might achieve these qualities.	Examples of ways in which leadership qualities might be developed: Willingness to work towards this goal. Increased understanding of the various types of leaders. Ability to speak well and confidently in front or groups. A desire to be fair when dealing with individuals.

VOCABULARY LIST

1. Republican
2. Democratic
3. conservative
4. political parties
5. campaigning
6. registration
7. primary election
8. election
9. secret ballot
10. candidate

VOCABULARY LIST ANSWER SHEET

Make sure the students understand the meaning of the following vocabulary words before beginning the activity set.

1. Republican - One of the two major political parties in the United States.
2. Democratic - One of the two major political parties in the United States.
3. conservative - A small political party.
4. political parties - People who have similar interest and ideas about government.
5. campaigning - Working to get a candidate elected by making speeches, talking to people, making brochures and posters, etc.
6. registration - Signing up to vote.
7. primary election - Election in each party to decide who the candidate will be from that party.
8. election - When people vote to decide which candidate will hold the office.
9. secret ballot - Voting in privacy
10. candidate - A person running for a political office

Activity 2

Instructional
Objective: As a result of this activity, students will be able to identify the reasons why leaders are necessary.

Materials: Film--Why We Have Taxes: The Town That Had No Policeman

Special Directions
to the Teacher:

This film is available from your local Project ACE Representative. For further information, call the Project ACE office collect (919) 623-3428.

Teacher Activities	Student Activities
What would you say to someone who said, "We really don't need anybody bossing us around. In America, everybody is free, and being free means no leaders?"	Try to get both yes and no viewpoints in the open, but most students will probably say leaders can help sometimes.
Here is a town that had a problem. They solve it in a familiar way. We should be able to figure out who these leaders are if we look closely enough. Show film.	Identify businessman, farmer, and the policeman as examples of leaders.
Who are the leaders in our community?	Attempt to list the various positions of city government officials.

Activity 3

Instructional
Objective: As a result of this activity, students will be able 1) to list the names of city council members and 2) to describe the role of the city council members in the city government.

Materials: Filmstrip (Sound)--"Who Leads Your City?"

Teacher Activities	Student Activities
This film gives us more detailed answers about who leads our city. You may want to keep a list. Show the film and have students watch for things the City Council does.	Students will find things the City Council does and make a list of these activities.
If you did not know the names of government departments in your city, how would you find out?	Students should be able to suggest ways of finding out the departments the City has. Have them follow through by asking someone or looking up in telephone book. After identifying the departments, students may want to do further research about the activities of each department and present their findings to the class. For example, students may wish to make phone calls and/or interview city personnel to get more information about the operation of city government. If possible, students should record these interviews and play back the tape recordings so that the other members of the class might hear them.

Activity 4

Instructional
Objective: As a result of this activity, students will be able to identify ways in which leaders are elected.

Materials: Filmstrip--"How Are Leaders Elected?"
Sample ballots

Teacher Activities	Student Activities
Many city leaders are elected. How do elections work?	Share their knowledge.
Write vocabulary on board or distribute a worksheet with words to discuss meanings.	Students will write down vocabulary and meaning of words.
Here is a description of elections. Let's see whether you were right about the way elections work. Show the filmstrip.	Students can look for ways leaders are elected.
What qualifications are needed to vote in a city?	Help students recall from film.
Political parties are made up of people who have similar ideas about how things should work. Most cities have two parties, Democratic and Republican. Each party chooses a candidate to represent them. We are having (or have had) elections in __city__ in November. What are some things the candidates do to get elected?	
Elections are the way we get our leaders, so let's prepare a bulletin board which can show the "Steps to Becoming a Leader."	Newspaper clippings from election days, drawings or illustrations from students, and colorful pictures from magazines could be collected. Review sample ballots.

Activity 5

Instructional Objective: As a result of this activity, students will be able to write a description of the role of judges and will be able to identify various instances in which judges and city council members work together.

Materials: Filmstrip (Sound)--"What Do Councilmen and Judges Do?"
Interviews with city council members and/or judges

Teacher Activities	Student Activities
Obviously, one person, such as the mayor, cannot be expected and should not be expected to make all the decisions in city government. What other jobs in city government have been created to assist in making decisions for the people at this level of government?	Share what they know.
The filmstrip "What Do Councilmen and Judges Do?" will present information about the nature of other government positions. After showing the filmstrip, ask students to describe the function of city councilmen. For example, you might begin the discussion by asking: What do city councilmen do? If you wished to make a law in your city government, how could city councilmen help you do this?	Analyze for answers to question.
What do judges do?	Have each student list job characteristics.
What problems do city councilmen and judges face? How do they cooperate with each other?	Students may want to do further research.
Invite a city councilman or judge to discuss with students "Problems I Try to Solve as a Councilman or Judge."	

Activity 6

Instructional
Objective: As a result of this activity, students will be able to list the services the city provides for them so that they can live together.

Materials: Filmstrip (Sound)--"How Does the City Protect People?"

Teacher Activities	Student Activities
Have students name services provided by the city, such as police protection, fire protection, consumer protection, sanitation, health, and emergency aid, for the security and safety of the people. Teacher will write them on board as students name the services.	
Watch the filmstrip to see if our list is complete or whether we need to add some things.	Revise list.
	Students will write a paragraph (or draw pictures for slower learners) on "Why Protective Services Are Needed."
	Students might invite a policeman to talk with students about the job he or she does. In addition, he or she might want to describe the type of training received by a newly appointed policeman or policewoman and the importance to these individuals in the community.
Ask students to map out the school's plan for fire emergencies, showing exits and traffic patterns, locations of hydrants, windows and doors.	

Activity 7

Instructional
Objective: As a result of this activity, students will be able to identify a series of problems within the jurisdiction of the city government officials and they will be able to suggest possible solutions to these problems.

Materials: Worksheet--"Problem-Solving Checklist"
Media Center
Community Resources

Teacher Activities	Student Activities
Ask students to identify city related problems and choose one for class research. Examples of city related problems might be: Lack of bike riding paths Too few warning signs such as -- "caution--children playing" or "school crossing" Location of roads Inadequate transportation facilities	Discussion
After selecting the one problem for class discussions, ask students to fillout the "Problem-Solving Checklist."	Students will complete the checklist as directed and will discuss with their classmates the solutions which they would most highly recommend.

Name _____

Date _____

PROBLEM-SOLVING CHECKLIST

Problem I want to solve _____

Sources checked	Solutions they offered	My thoughts about suggested solution

The solution I suggest:

The possible consequences of my suggested solution for the community (including some problems it might raise):

Activity 3

Instructional
Objective: As a result of this activity, students will be able to actively participate in role playing a city council.

Materials: Cards with names of city council members
Book--Foundations of Justice--Student Activity Booklet

Special Directions
to the Teacher:
Ideas for role play can be obtained from the book Foundations of Justice--Student Activity Booklet.

Teacher Activities	Student Activities
Will this meeting of the City Council please come to order. These citizens are here to present a problem and suggest solutions to the City Council. Let's be orderly about this please. Allow city council members to vote and then discuss their decision.	Class should get involved in presenting their stands.

ACTIVITY SET EVALUATION

Possible Activities

1. The students will play a game of "Who Am I?" Example: I am a person who is head of city government. Answer: Mayor.

2. With some of your classmates, make a mural illustrating the different kinds of services of your city.

3. Make a chart to explore government. Divide a sheet of paper into two columns. In one column, list all the communities to which you belong. In the other column, give examples of rules or laws that you are required to obey in each community.

4. What qualities are needed in order to be an effective leader? List them in the order you feel is important.

YOU CAN HELP TO CONSERVE OUR NATURAL RESOURCES

Grade 3

Phyllis Carpenter
Archer Elementary School
Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

Before beginning these activities, a child will need to have some basic knowledge of natural resources and what they are.

The True Book of Conservation by Gates (Children's Press) would be a good introduction to natural resources and conservation.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrips (Sound)	
"A City Grows." USA Today. Long Branch, N.J.: Kimbo Educational, (Cost = $14.45).	1
"The Hungry Elephant." The Whimsical World of Robert Sargent. Irvington-On-Hudson, N.Y.: Hudson Photographic Industries, Inc., (Cost = $17.00).	1
"North Carolina Resources." North Carolina: The Land and Its People. Raleigh, N.C.: Monday Media, (Cost = $25.00).	From ACE Rep.
Transparencies	
Slusser, Dorothy and Slusser, Gerald H. "One Minute to Midnight." People and the Earth's Resources. St. Louis, MO: Milliken Publishing Co., (Cost = $7.95 complete set).	1
EXCERPTS FROM BOOKS:	
Brubaker, Dale L. "Lesson 60 L.J. Builds A Tree House." Who's Teaching--Who's Learning. Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1979, pp. 161-164.	1
Brubaker, Dale L. "Lesson 61 Looking for Bottles." Who's Teaching--Who's Learning. Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1979, pp. 164-166.	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
People Can Help	35
Slusser, Dorothy M. and Slusser, Gerald H. "Study Unit II: An Environmental Check List." People and the Earth's Resources. St. Louis, MO: Milliken Publishing Co., 1976.	1 Master

	No. Per Act. Set
OTHER:	
"Duso Card III-D: Role Playing Activity." Puppet and Role Playing Activity Cards. Circle Pines, Minn.: American Guidance Services, Inc., (Cost = $1.40).	1
Photograph of a Lady's Slipper	1
For the Teacher As Background Information	
BOOK:	
Slusser, Dorothy M. and Slusser, Gerald H. "Teacher's Guide." People and the Earth's Resources. St. Louis, MO: Milliken Publishing Co., (Cost = $7.95).	1

RESOURCE MATERIALS ALSO RECOMMENDED

For the Teacher As
Background Information

BOOKS:

Gates, True Book of Conservation. Children's Press

EXCERPTS FROM BOOKS:

Related Articles from World Book Encyclopedia

Animal--The Importance of Animals
Arbor Day
Erosion
Fishing Industry
Floods and Flood Control
Forest and Forest Products
4-H Club
National Parks
Soil
Tennessee Valley Authority
Water Supply

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS
Responsibility
Conservation
Cooperation
Interdependence
Preservation

II. OBJECTIVES	Activity Number
1. Knowledge	
Students will learn that the supply of unreplenishable natural resources in the world is diminishing and that this change causes problems in society.	1,2
Students will know that every individual has some responsibility for conserving natural resources.	2,3,4
Students will know that to be effective, individuals must recruit others to conserve on natural resources.	3,4
Students become aware of what is being done by groups in their community to conserve on natural resources.	5
2. Skills	
Students will acquire needed information about resources.	1,2,3,4,5
Students will think about information rationally, creatively, and independently.	1,2,3,4
Students will make decisions and will be able to implement these by doing their part in helping with conservation.	1,2,3,4
3. Valuing	
Students will analyze values about effective citizen participation in society.	2,3,4
Students will analyze values about good citizenship with regard to individual responsibility toward natural resources and the environment.	3
4. Responsible Behavior	
Students should evidence good citizenship by practicing conservation of natural resources.	3,4

Activity 1

Instructional
Objective: After viewing the filmstrip "A City Grows", students will be able to draw murals showing the change in the use of physical resources from the past to the present times.

Materials: Filmstrip (Sound)--"A City Grows"
Mural paper

Teacher Activities	Student Activities
Show film. Discuss film as you show frames. (Suggested questions) 1. Name the resources in frame 2. 2. Why did they build the town near water? 3. Why did they need a railroad? 4. Why did they need a new school? 5. Why was the factory closed? 6. Why did the people move from the city?	View filmstrip.
Some suggested ideas for murals: <u>Past</u> Animals for transportation & work Animals for food Forests to build shelters Land for farming Water for transportation Water for energy (water wheel) Air for energy (windmill) <u>Present</u> Animal for food Water for energy (dams) Oil for fuel Solar heat Sea farming Water for recreation	Children make murals showing resources past and present. (Topics for murals could be arrived at by letting children brainstorm ideas).

Activity 2

Instructional
Objective: After viewing the filmstrip and doing displays, students will be able to make charts showing "Good Use" and "Poor Use" of natural resources.

Materials: Filmstrip--"The Hungry Elephant"
Chart paper (4 or 5--for small groups)
sheets

Teacher Activities	Student Activities
Show filmstrip "The Hungry Elephant."	View filmstrip
Inquiry--Is this a story about elephants? Who is the elephant? How are we similiar to the elephant?	
Discuss filmstrip. How are we like the elephant with our resources?	Student responses. (Can never get enough.)
How did the rabbit finally solve the problem?	By forgetting about himself, the rabbit solves the elephant's problems and, thereby, his own. He learns that by helping others, you help yourself.
Divide children into small groups of four or five each. Have a leader for each group. (See role sheet.)	Work up role plays of what life will be like in 25 years if we do not conserve. See next page for ideas of possible role plays.
	Groups present role plays.
Have children make charts labeled "Good Use" and "Poor Use."	Children make charts in small groups. Share the charts in large group situation.

Role Play Situations
(in 25 years)

1. Fixing a meal - Lack of fuel, expense and shortage of food, conservation of electrical energy.

2. Trying to find a place to play - over crowded cities, land used up, parks littered.

3. Trying to get materials to build a house - shortage of lumber, place to build, ways to heat.

4. Going on a vacation - lack of fuel, crowded conditions, expense and shortage of lodging and food..

Activity 3

Instructional
Objective: After brainstorming "What Can I Do to Help Conserve Natural Resources?," students will be able to list ways people can help with conservation.

Materials: Filmstrip--"North Carolina's Physical Resources"
Worksheet--"People Can Help"
Other--Photograph of a Lady Slipper

Special Directions
to the Teacher:
The filmstrip, "North Carolina Physical Resources" has not been included in this activity set and may be obtained from your local Project ACE Representative.

Teacher Activities	Student Activities
Show picture of a lady's slipper.	
Introduce the activity by reading the following passage: This is a very beautiful flower which is very rare. It is called a lady's slipper.	
Questions for discussion: If you were to come upon one of these flowers knowing that there are not many of them, would you pick it? Would anyone you know? What difference would it make?	Students participate in class meeting.
Sometimes we have other decisions like this to make. Would you throw down litter or shoot a rare animal? Why are these important? How do you feel about these things?	
Ask, "What can I do to help conserve?"	Children brainstorm "what can I do to help conserve?"
Distribute worksheets entitled, "People Can Help."	Children work on worksheet, "People Can Help."

PEOPLE CAN HELP!

Name one way people can help in each of the following areas:

1. Rivers and Streams from Pollution _____

_____

2. Noise _____

_____

3. Smoke and Smog _____

_____

4. Plants _____

_____

5. Animals _____

_____

6. America's National Parks _____

_____

7. Litterbugs _____

_____

8. Ugly Signs _____

_____

9. Recycling _____

_____

Activity 4

Instructional
Objective: After completing the activities in this lesson, the students will be able to describe the advantages of working together in a group to accomplish the goal of conservation of natural resources.

Materials: Excerpts from Book--Brubaker, "Lesson 60..."
Who's Teaching--Who's Learning.
Transparency--Slusser, "One Minute to Midnight"
Worksheet--"Study Unit II: An Environmental Check List"
Other--Duso Card III-D

Teacher Activities	Student Activities
Use Duso Card III-D following directions on cards closely.	Children role play.
Project transparency and discuss the problems pictured (e.g., over population, pollution of air, disposition of wastes, pollution or water, excavating changing the course of the river).	Students respond.
Discussion questions: What can we as individuals do about each of these problems? Could we do more if we worked as a group?	
Encourage a discussion of the advantages of working as a group.	
Why do you think this is titled "One Minute to Midnight?"	
Read aloud "Lesson 60 - L.J. Builds a Tree House" from Who's Teaching--Who's Learning, pp.161-164.	Discussion should draw conclusion that L.J. could not have built the tree house alone. Cooperation got a lot more done. Ecological consideration such as driving nails into trees, locating the tree house, and the appearance of the tree house can also be discussed.
Please stress the generalization that sometimes it is more effective for a group to accomplish something.	

Activity 4 (Continued)

Teacher Activities	Student Activities
	"An Environmental Check List" can be done for homework.
There should be follow-up discussion in class to list ways families can fight pollution and conserve resources.	

Activity 5

Instructional
Objective: After listening to a resource speaker from one of the community agencies, the students will be able to write a short paragraph about a conservation group and what it does to help.

Materials: Resource person or people

Teacher Activities	Student Activities
Invite someone from one of the community agencies to come to class and speak. These can be found in phone directory: Environmental Services Soil & Water Conservation County Forester Some examples for Greensboro teachers would be: Community Representatives- Dan Shelton & James Howerton One Governmental Plaza Rm. 222 Phone 373-2060 Planning & Community Dev. Charles E. Mortimore, Dir. One Governmental Plaza Rm. 315 Phone 373-2144 Environmental Quality Dr. Robert Bryden 1203 Nathen Hunt Rd. 27410 Phone 292-7507	These people will speak to children about what is being done by groups in their communities for conservation. After hearing the speaker or speakers, students will choose one agency and write a short paragraph about it and how it helps the community.

ACTIVITY SET EVALUATION
(Written)

Answer yes or no to the following questions.

I.

_____ 1. Every person can do something about saving our natural resources.

_____ 2. We need to work together in groups so that we may do more to save our natural resources.

_____ 3. People in America have always been trying to save our land and resources.

_____ 4. We have been using our natural resources for many, many years.

II.

Write one sentence telling something you can do by yourself to help save our natural resources.

_____

_____

_____

Write a sentence telling about something which a group of people could do to help save our natural resources.

_____

_____

_____

ACTIVITY SET EVALUATION

(Optional Oral Evaluation)

III. Please identify a new factory, building or agricultural development in your community. In what ways has this influenced the natural resources of the area? Were these ways considered before the change was introduced? By Whom? How can you influence this factory, building, or agricultural development to save natural resources in this area? (Teacher will probably want to lead a discussion of the above and list answers on the board)

IV. Have children react to page 165, 166 Who's Teaching--Who's Learning? article about Eden brewery.

TAXES--WHY DO WE NEED THEM?

Grade 5

Joy Cooke
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Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

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NOTE TO THE TEACHER:

The purpose of this activity set is to make students aware of taxes, how the money is obtained and how it is used. Before beginning the set, it is important that the students must have a knowledge of federal, state, and local governments.

Some of the activities may be combined, such as Activity 1 and 2. Some activities, such as Activity 7 and 8 are suggested for the more advanced students.

Suggested time for teaching this activity set is between two and three weeks.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

	No. Per Act. Set
For the Student	
AUDIO-VISUAL MATERIALS:	
Film	
Why We Have Taxes: The Town That Had No Policeman. New York: Learning Corporation of America, (Cost = $145.00).	1
Filmstrip (Sound)	
"Community Services." U.S.A. Today. (Published by KBH Productions, Inc.) Culver City, Calif.: Social Studies School Service, (Cost = $14.45).	1
BOOKS:	
Maher, John E. Ideas About Taxes. New York: Franklin, Watts, Inc. 1972, (Cost = $4.47).	10
PAMPHLETS:	
Internal Revenue Service, Your Federal Income Tax. Washington, D.C. Same as author, 1978.	10
Internal Revenue Service, Understanding Taxes '78. Washington, D.C. Same as author, 1978.	10
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Article 1, Section 8, Clause 1 of the Constitution of the United States	35
Definition of Taxes	35
Ideas About Taxes	35
Tax Information Sheet	35
Vocabulary List	35
For the Teacher As Background Information	
Ideas About Taxes Answer Key	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Taxation
Citizenship participation
Responsibility

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that every member of a democratic society has rights and responsiblities of citizenship in many different groups within society.	1,2,3,4
Students will know that individuals and groups are interdependent on each other.	1,2
Students will know that democratic governments are structures to be responsible to its citizens.	1,2,3
2. Skills	
Students will acquire needed information.	3,4,5,6,7
Students will think about information rationally, creatively, and independently.	1,2,4,6
3. Valuing	
Students will analyze values about effective citizen participation in democratic society.	1,2,3,4,5
Students will analyze values about good citizenship.	1,2
4. Responsible Behavior	
Students will evidence good citizenship in classrooms, in schools, and in their communities by understanding that everyone pays taxes.	1,2
Students will cope with the consequences of decision-making.	4,7

Activity 1

Instructional
Objective: After viewing the film, students will be able to list the ways in which individuals and groups are dependent upon each other's tax money to provide public goods and services.

Materials: Film--Why We Have Taxes: The Town That Had No Policeman

Teacher Activities	Student Activities
Show the film and discuss the reasons why the town needed a policeman.	Students will watch the film with purpose of learning reasons why a town needs taxes.
Film summary: Previously, this town has had no need for a law enforcement officer. After a thief steals an item from a local business, the businessmen realize they need protection. Each business owner agrees to contribute money to pay for a policeman, rather than each-one-hiring his own.	
After showing the film, ask the following questions: - Why did the town in the film need a policeman? - How did the business owners choose someone for the job? - How did the business owners decide to pay for this service?	Students should respond that an individual was selected because he was available, dependable, etc. The businessmen decided to pay as a group since they could afford better and a greater amount of protection than they would have been able to afford if they purchased protection individually.
Introduce the word interdependent. Write the word on the board and choose a student to find the definition in the dictionary.	Student should find definition and read aloud. An example of a definition of interdependent--mutually dependent; depending upon each other.

Activity 1 (Continued)

Teacher Activities	Student Activities
Point out that this town was dependent upon each other's money to pay for their policeman. In similar ways, the citizens in our community are interdependent of each other. Ask the students to name some ways in which citizens in are community depend upon each other and hence, are interdependent. Write the ideas expressed by the students on the chalkboard or begin a chart which will be expanded in later lessons.	Students should participate in discussion by naming ways we are <u>interdependent</u>. Students should mention that pubic goods and services--police, fire protection, education, highways, bridges, prisons--are all paid for by our taxes.

Activity 2

Instructional
Objective: After completing the vocabulary worksheet, students will be able to define the important words to be used in this study.

Materials: Handout--Vocabulary List
Dictionary

Teacher Activities	Student Activities
Assign students to research and write definitions for these vocabulary words:	Students will look up and write definitions for vocabulary words.
Tax----------	a charge imposed by governmental officials upon property, individuals, or transactions to raise money for public purposes.
Interdependent----------	dependent upon each other.
Goods----------	a valuable possession; a bought item that can be taken home: candy, bicycle, furniture, etc.
Services----------	the performace of some task or work for another person.
Free enterprise----------	the right to compete in the selling of goods and services.

Vocabulary List

Directions: Using a dictionary, find the definitions for the following terms:

1. Tax--

2. Interdependent--

3. Goods--

4. Services--

5. Free enterprise--

Activity 3

Instructional
Objective: After viewing the filmstrip, students will be able to identify public goods and services paid for with tax money.

Materials: Filmstrip--"Community Services"
Drawing paper for mural

Teacher Activities	Student Activities
Before viewing the filmstrip, review definitions for tax, goods, and services. Show filmstrip and discuss the different jobs paid for by our taxes. Have the students name the goods and services shown in the filmstrip. Write the answers on the board as they are named. Direct the students to draw pictures of public goods and services paid for by tax money. Choose one method from these suggestions for the class drawing: - Individual drawings displayed as a bulletin board - One large mural designed as a city showing the services provided for that city - Divide students into several groups to do group drawings	Students will view filmstrip and discuss what they have seen. Their answers will vary but these are some of the jobs they should include: - school teachers, principals - policepersons - firefighters - National Defense personnel (army, navy, airforce, etc. - prisons and jails - highway maintenance personnel - postal service workers - agriculture workers - space researchers - housing and community development planners - U.S. Congressmen - U.S. Weather Bureau forcasters - U.S. Food and Drug Adminsitration personnel - social workers

Activity 4

Instructional
Objective: After reading the book, Ideas About Taxes, students will be able to answer questions about how tax money is collected and spent by the federal, state, city, and county governments.

Materials: Book--Maher, Ideas About Taxes
Worksheet--Ideas About Taxes
Ideas About Taxes Answer Key

Teacher Activities	Student Activities
Assign students to read book, Ideas About Taxes. This will probably be a class assignment since students must share books. After students finish reading, assign the worksheet.	Students will read the book material and answer the worksheet questions.

Ideas About Taxes

Directions: After reading Ideas About Taxes, answer the following questions about how tax money is collected and spent by federal, state, city and county governments.

1. Where would you go to buy food, a haircut, hammer and nails, or clothing?
   _____

2. Why do stores sell things? _____
   _____

3. Where do you buy water to drink, highways, bridges, tunnels, education, defense for your country, police and fire protection? _____
   _____

4. What are the three areas of government to which citizens pay taxes in order to provide public goods and services?
   1. _____
   2. _____
   3. _____

5. What are private goods and services (free enterprise)? _____
   _____

6. What are public goods and services? _____
   _____

7. Using the information on pages 8-10, place the following items in the correct column: food, National Defense, haircuts, police, fire protection, public education, dental services, prisons and jails, doctor's services, highways, bridges and tunnels, clothing, tools, hammer and nails, bubble gum, help for people in need, hospitals, trash collection, religious services, automobiles.

(Continued) Ideas About Taxes

Private Goods & Services	Public Goods & Services			
	National	State	City	County

8. Name two reasons we have public goods and services.
   1. _____
   2. _____

9. Where does the government get the money to pay for public goods and services?
   _____

10. What are taxes? _____

11. Complete the chart showing where federal, state, city and county governments obtain tax funds.

See Next Page

Special things: gas, liquor, cigarettes	Property Tax	Aid from fed. govt.	Citizens Income	Business Income	Money paid to workers by business	(Excise) things people buy	Aid from state	Other

12. Each year cities have more and more difficulty raising enough taxes to provide necessary goods and services. Name some of the causes of this problem.

1. _____
2. _____
   _____
3. _____
   _____
4. _____
   _____

13. What would you suggest that cities do to solve their tax problems?

_____
_____

Ideas About Taxes
Answer Key

Directions: After reading Ideas About Taxes, answer the following questions about how tax money is collected and spent by federal, state, city and county governments.

1. Where would you go to buy food, a haircut, hammer and nails, or clothing? a store

2. Why do stores sell things? to make enough money to buy the goods and services they want and need.

3. Where do you buy water to drink, highways, bridges, tunnels, education, defense for your country, police and fire protection? from the government

4. What are the three areas of government to which citizens pay taxes in order to provide public goods and services?
   1. federal or national government
   2. state government
   3. city and county governments

5. What are private goods and services (free enterprise)? they are made, sold, and used by people outside the government.

6. What are public goods and services? they are made by people in government and are available for use by the public.

7. Using the information on pages 8-10, place the following items in the correct column: food, National Defense, haircuts, police, fire protection, public education, dental services, prisons and jails, doctor's services, highways, bridges and tunnels, clothing, tools, hammer and nails, bubble gum, help for people in need, hospitals, trash collection, religious services, automobiles.

Private Goods & Services	Public Goods & Services: National	State	City	County
food	National Defense	public education	police	
haircuts	prisons and jails	prisons and jails	fire protection	
dental service	highways	highways	public education	
bubble gum	bridges	bridges	prisons	
doctor's services	tunnels	tunnels	jails	
tools, hammers, nails	help for the needy	help for the needy	help for the needy	help for needy
trash collection in county				
religious services				
automobiles				
hospitals				
private education				

8. Name two reasons we have public goods ans services.
   1. Many jobs are too big and cost too much for one person or a large group
   2. Some of the services are not easy to sell

8.1.continued -- of persons to do.

8.2.continued -- (not a good idea for firemen to charge to put our fires--a building could burn completely if the owner is absent or didn't have the money to pay)

9. Where does the government get the money to pay for public goods and services? from taxes

10. What are taxes? money paid by the people to the govt. to pay for public goods and services.

11. Complete the chart showing where federal, state, city and county governments obtain tax funds.

(See Next Page)

Special things: gas, liquor, cigarettes	Property Tax	Aid from fed. govt.	Citizens Income	Business Income	Money paid to workers by business	(Excise) things people buy	Aid from state	Other
state	state city county	state city county	federal state	federal state	federal	federal state	city county	federal

12. Each year cities have more and more difficulty raising enough taxes to provide necessary goods ans services. Name some of the causes of this problem.

1. increasing population
2. increasing number of city residents increases need for garbage and trash collection, police, fire protection, etc.
3. large numbers of poor people who do not earn sufficient income to take care of their own wants and needs. Most need help. So, cities collect small amounts from these families.
4. The city may not be a safe and/or desirable place to live due to air pollution and noise pollution from factories and vehicles.

13. What would you suggest that cities do to solve their tax problems?

higher taxes

more help from federal and state governments

Activity 5

Instructional
Objective: After completing the research, the students will be able to identify the kinds of taxes which they and their parents pay.

Materials: Worksheet--Definition of Taxes
Dictionary
Reference books

Teacher Activities	Student Activities
Have the students prepare a fact sheet on the following kinds of taxes:	Students will complete research using reference materials.
Custom duties----------	required tax on items brought into the U.S. from other countries.
Excise tax----------	tax on certain products of home production and consumption, as cosmetics, jewelry, luggage, airplane tickets, automobiles, fur coats, etc.
Gasoline tax----------	tax paid on gasoline purchases.
Inheritance tax----------	tax paid on transfer of inherited wealth.
License tax----------	paid on hunting, fishing, automobiles and trucks, marriages.
Property tax----------	tax on real property--the value of land and buildings; tax on personal belongings.
Sales tax----------	adds percentage of selling price to amount paid by the purchaser ($.04 on each $1.00 in North Carolina.)
Income tax----------	tax on the product or income derived from a person's property or business.
After completing research, have the students collect sales slips showing examples of taxes they have paid. Also, collect magazine and newspaper articles about tax and tax reforms for a bulletin board.	Students will bring in sales slips and written articles about taxes for a class bulletin board.

Definition of Taxes

Directions: Use reference materials to complete this worksheet about the different kinds of taxes we pay.

1. Custom duties--_____

2. Excise tax--_____

3. Gasoline tax--_____

4. Inheritance tax--_____

5. License tax--_____

6. Property tax--_____

7. Sales tax--_____

8. Income tax--_____

Activity 6

Instructional
Objective: After conducting this interview, the students will be able to identify some of the attitudes toward our tax system.

Materials: Interview questions

Teacher Activities	Student Activities
As a homework assignment, ask students to interview other adults, parents, or family friends to find out attitudes toward taxes. Suggested Interview Questions: - What taxes do you think are necessary? - What taxes do you think are not necessary? - Do you think our taxes should be increased or decreased? Why? - Can you name some services paid for with tax money that you think are especially necessary or unnecessary? Explain. - Do you think our federal income tax system is fair to all taxpayers? - Do you think our taxes are high or low for the conveniences and privileges Americans enjoy? After collecting the data, students should tabulate their findings and compare the opinions of different groups of people. For example, do men and women differ in their opinions? Do adults under age 30 differ in their opinions from those over age thirty? It would also be interesting to chart the results of the poll to get a general picture of how the public feels about taxes.	Students should help decide what questions to use in their interviews. They may choose to write the answers to their questions or they may wish to record answers in writing or with a tape recorder. They should report their results to the class.

Activity 7

Instructional
Objective: After doing this exercise, the students will identify which branch of government is responsible for setting tax rates and collecting taxes.

Materials: Worksheet--Definition of Taxes
Handout--Article 1, Section 8, Clause 1 of the Constitution of the United States
Dictionary

Teacher Activities	Student Activities
Lead class in discussion of vocabulary words to help them interpret and understand the article from the Constitution.	
Assign the students to rewrite the article in their own words. This may be a good homework assignment, asking parents to help with the interpretation.	Students should interpret and rewrite the article in their own words.

ARTICLE 1, SECTION 8, CLAUSE 1

OF THE

CONSTITUTION OF THE UNITED STATES

The Laying of Taxes

SECTION 8, CLAUSE 1. The Congress shall have power to lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States.

Activity 8

Instructional
Objective: After completing the income tax form, students will be able to describe the steps involved in filing a United States tax form.

Materials: Pamphlets--I.R.S., Your Federal Income Tax
I.R.S., Understanding Taxes '78
Handout--Tax Information Sheet

Teacher Activities	Student Activities
Review the way our government taxes a citizen's income.	
Distribute the pamphlets--Your Federal Income Tax, Understanding Taxes '78--and the handout, "Tax Information Sheet."	Students will fill out income tax forms using the tax information sheet, and IRS booklet, page 11.
Direct the students to fill in the information as requested. The teacher should answer all student questions as they arise and should check the answers when the forms are completed.	

TAX INFORMATION SHEET

Use this information to complete federal income tax form.

Mr. A. Merican and wife, Ima Merican, are each 41 years old. They have two children: son (16 years old), and daughter (12 years old).

Mr. Merican is an insurance agent. He and his family live in a ten-room house. One room of this house is Mr. Merican's business office.

For this tax year he earned a salary of $19,500 from his insurance business. He earned additional income of $1,400 royalties paid on a handbook he wrote on insurance buying. His wife, Ima, earned $4,200 as a dance instructor. Together they paid property tax of $1,280 and state income tax to the State of New York totaling $900. They make monthly mortgage payments on their home of $267. $190 of this payment is interest. This tax year they bought a new car for which they pay $110 a month. $36 per month of this payment is interest. Mr. A. Merican traveled 8,000 miles for his business and another 7,000 miles for pleasure. He spent $540 on business entertainment. The family had no medical expenses.

Forte, Imogene and Joy MacKenzie
Kids' Stuff Social Studies.
Nashville, Tennessee: Incentive
Publications, 1976.

ACTIVITY SET EVALUATION

1. What is a tax?_____

2. How do taxes help us?_____

3. Can taxes "hurt" people? Explain._____

_____

4. One morning Mike went with his father to purchase some things. The following list includes some of the things they did. Tell the kind of tax they had to pay for each item. Select from the items listed under Kind of Tax.

Item	Kind of Tax
bought bubble gum, and candy	license
bought bread, eggs, and bacon	sales
purchased a fishing license	inheritance
paid a fee for land he received when his father died	sales
bought gasoline for the lawn mower	sales

5. Some taxes are paid by a fixed amount, such as sales tax, license tax, and property tax, where everyone, rich or poor, pays the same amount. Do you agree or disagree with this type of tax?_____

_____

_____

6. The law requires that a certain percentage of a person's income be paid in taxes. The more money a person earns, the more income tax one has to pay. Is this policy fair? Why or Why not?_____

_____

_____

7. Now that we have studied how taxes are collected and spent, do you think our taxes should be increased or decreased? (Note: Increased taxes may mean more services provided, decreased taxes may mean fewer services provided.) _____

_____

_____

URBAN DECAY AND URBAN RENEWAL

Grade 3

Juanita P. Deans
Grace Lutheran Day School
Greensboro, N. C.

A PRODUCT OF:

Project ACE
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Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

The purpose of this activity set is to teach students that cities experience significant changes as they develop and grow in size and that one important stage of this growth process is urban decay.

Prior to the study of this activity set, students should have collected photographs of their communities which show how the main business district and other areas as well have changed over the past three or four decades. Also, it is suggested that students be encouraged to discuss with their parents, grandparents or other adults ways in which their local communities have evolved over the past several years.

Also, it should be noted that Project ACE has developed slide-tape shows which describe how four local communities in North Carolina have changed over the past twenty years and what leaders in these communities are predicting in terms of future developments for the communities. These slide-tapes require about fifteen minutes to show and can be obtained by calling your local Project ACE representative or the Project ACE office in Eden (919-623-3428). Each of the four slide-tape shows deals with one of the following communities: Durham, N.C.; Eden, N.C.; Greensboro, N.C. and Raleigh, N.C.

The activities in this activity set should be taught in the order in which they appear. It is estimated that the total teaching time required for the completion of these activities would be five class periods.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
A City Grows. Long Branch, N.J.: Kimbo Educational, (Cost = $15.90).	1
Slides	
Urban Problems. Chicago: Coronet Instructional Media, (Cost = $26.00).	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluations	35

RESOURCE MATERIALS ALSO RECOMMENDED

BOOKS:

Swartz, Alvin. Old Cities and New Towns. New York: E.P. Dutton and Co. Inc., 1967.

EXCERPTS FROM BOOKS:

"Urban Renewal." The World Book Encyclopedia. Vol. 20, Chicago: World Book--Childcraft International, Inc. 1978, pp. 174a-174b.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Urbanization and Industrialization
Habitat
Change
Resources

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students should know the problems of overcrowding, pollution, urban decay, and misuse of natural resources must be dealt with now or they will get worse in the future.	3
Students should know that a government has certain rights and responsibilities in supporting and planning for the welfare of citizens for today and in the future.	2,3
Students should know that change is not always for the better.	1,2,3
2. Skills	
Students should be able to help in decision-making about people and the use of natural resources in the future.	2,3
Students should be able to locate and gather information about people and the use of natural resources in the future.	3
Students must learn to make choices and learn to deal with problems that arise from the decisions we make about the future.	3
3. Attitudes	
Students should value their role as a citizen in the decision-making that will determine how people will live in future generations.	3
Students should value effective ways of making urban changes within their own community.	2,3

II. OBJECTIVES (Continued)

	Activity Number
4. Responsible Behavior	
Students must show responsibility for the decisions they make that affect other people.	3
Students should be able to cope with the consequences of decisions made about urban decay and respect laws governing the changes.	2,3
Students should show evidence of being good citizens by sharing information gathered with others.	3

Activity 1

Instructional
Objective: After viewing the filmstrips, students will be able to describe the four stages of growth which an urban area experiences as it develops.

Materials: Filmstrip--A City Grows

Teacher Activities	Student Activities
We are going to learn about how a community grows and develops.	
The filmstrip you are about to see traces the stages of development in a city. After viewing the filmstrip, you will be asked to describe how a city grows and develops.	Students listen to the previewing directions given by the teacher.
Show the filmstrip, "A City Grows." You may wish to narrate the filmstrip as it progresses.	Students view the filmstrip and attempt to determine the different stages in the development of a community.
Ask the students to describe the different stages of development in a city.	Students determine that a city evolves through the following four stages:
List the four stages of development on the chalkboard.	1. Establishment of a small town. 2. Expansion of a small town into a city area. 3. Urban Decay 4. Urban Renewal
Ask students to describe what life would be like in a community at each of the four stages. Specific probe questions might include: - What are small cities like when they first begin to grow? - How do cities change as they get larger? - Describe cities which are experiencing decay. - Describe cities at the urban renewal stage.	

Activity 1 (Continued)

Teacher Activities	Student Activities
Encourage students to compare what life would be like at each of the four stages: - How would citizens earn a living at each stage of development? - How would most of the students get to school at each stage of development? - What would be some of the problems of the community at each stage of development? - What would a typical home look like at each of the stages of development?	
Conclude this activity by asking students: At which of the four stages of development is your community at at the present time? What evidence do you have to support your conclusion?	Students answer and give supporting evidence to substantiate.

Activity 2

Instructional
Objective: After completing this activity, students will be able to describe some of the difficult problems which cities have to solve.

Materials: Slides--Urban Problems

Teacher Activities	Student Activities
Today we are going to learn about some of the difficult problems which cities have to solve. Let's look at the following six slides to determine what one of these problems might be.	
Show students slides number 1 through 6.	
Ask, what urban problems are shown in these slides?	Students view the slides showing transportation problems in the city and identify this as an urban problem.
What policies could cities adopt to help solve this problems?	Car pooling, more mass transit
Is transportation a problem in your local community?	
If so, what is being done locally to solve this problem?	
Re-show the same 6 slides and read the narrative prepared by Coronet for these slides.	Students view the slides and listen to the narrative read by the teacher.
Show slides numbers 7 through 12 and number 27. Ask, what urban problems are shown in these slides?	Students view the slides and determine that another urban problem is shortage of goods, low-cost housing.
Why is good, low-cost housing a problem in urban areas?	Original buildings in the city become old and run-down. Price of repairs are costly. Land costs are high. Many people with money move to suburbs.
What can be done to help solve the problems of low cost housing in the city?	Urban renewal projects have been developed. Government financial assistance given to home owners. Housing built with government money.

Activity 2 (Continued)

Teacher Activities	Student Activities
Re-show slides numbers 7 through 12 and 27. Read the narrative provided by Coronet for these slides.	Students view the slides and listen to the teacher read the narrative.
Show students slides numbers 16,21,23.	
Ask students to once again identify the urban problem depicted in the slide.	Students identify the problem of waste removal or pollution as a major urban problem.
What can communities do to solve these problems?	Students brainstorm answers to the question.
Re-show slides numbers 16,21 and 23 reading the narratives as provided by Coronet Company. Say, here are some slides which show how communities are attempting to solve the problem of waste removal.	
Show slides numbers 25, 37-40 and read narratives as provided by Coronet.	
Are these services for waste removal provided by the local government in you community? Discuss the policies of waste collection in your local community.	
Conclusion: We have now learned about the problems of transportation, housing construction and waste removal. What other problems do cities have which we have not discussed thus far?	Students cite other problems of a city which are all interrelated to those discussed so far.
List the additional urban problems on the chalkboard and discuss how they relate to the problems of transportation, housing construction and waste removal.	

Activity 3

Instructional
Objective: After participating in this activity, students will be able to describe the type of cities or communities which they envision in the future.

Materials: Drawing Paper
Crayons or colored pencils

Teacher Activities	Student Activities
Let's discuss what cities or communities will be like in the future. Make a list of improvements which could occur in the following areas of a city: 1. Transportation 2. Housing 3. Waste Removal 4. Businesses 5. Recreational Areas 6. Schools 7. Shopping Centers 8. Other	Students discuss ways in which transportation, housing, etc. could be improved in the future.
After discussing the possible ways in which cities could be improved, ask students to draw pictures of: 1. What they think future cities would look like if these improvements are not made. 2. What their ideal future cities would look like if these changes are made.	Students draw two pictures of possible future cities.
After students have completed their drawings, ask individuals to discuss the meaning of their drawings and to make a comparison of the two types of communities which could occur in the future. At the conclusion of this activity, display drawing on a bulletin board for all students to see.	Individual students describe what the symbols in their drawings represent and describe how the two future cities might differ.

ACTIVITY SET EVALUATION

I. A. Display photographs of old, deteriorated areas of a city. Let students identify the visible problems. What changes could be made and how would they be accomplished?

B. Ask students to select one photograph from the display, to describe what stage of growth is depicted in the photograph and the reasons for their opinions.

II. Ask students to imagine that in the next 20 years their local community continues to grow and that more people move in. How would this expansion of population effect the following aspects of a city?

1. Shopping areas
2. Local factories
3. Schools
4. Parks and playgrounds
5. Housing
6. Automobile traffic

WHO IS A SOUTHERNER?

Grade 4

Doretha H. Henderson
Frazier Elementary School
Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

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Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

This activity set consists of a series of filmstrips, simulation games and student participatory activities which teach about the Southern region of the United States and which compare the South with the other geographical sections of our country. Several activities within the set introduce the students to the geographical features of the South, while others teach about the history of the South and the famous people who have lived in the South.

It is suggested that before beginning this activity set that students be familiar with different geographical regions of the United States especially those outside of the South. It is also suggested that students should have studied Unit 6, "How Is North Carolina A Part of the South," in The People of North Carolina by Barbara Parramore.

For the purpose of this activity set, the following thirteen states will be grouped together to form the section of the country known as the South:

Alabama	Kentucky	North Carolina	West Virginia
Arkansas	Louisiana	South Carolina	
Florida	Maryland	Tennessee	
Georgia	Mississippi	Virginia	

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
"The City." <u>City and Town</u>. (Published by Learning Tree) Culver City, Calif: Social Studies School Service, (Cost = $15.00).	1
"Knowing The South." <u>The Regions of America</u>. (Published by Social Studies School Service, (Cost = $20.00).	1
"Living In The South." <u>The Regions of America</u>. (Published by Social Studies School Service, (Cost = $20.00).	1
"Small Town." <u>City and Town</u>. (Published by Learning Tree) Culver City, Calif: Social Studies School Service, (Cost = $15.00).	1
<u>The South</u>. (Published by United Learning) Culver City, Calif: Social Studies School Service, (Cost = $60.00)	1
Simulations	
<u>U.S.A. Regions and Resources</u>. (Published by Instructo Learning Center) Culver City, Calif: Social Studies School Service, (Cost = $9.95).	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Facts About Each of The Thirteen Southern States	35 per state
Jimmy's World In the South	35
Map of the Southern States	35
Map of the United States	35

RESOURCE MATERIALS ALSO RECOMMENDED

BOOKS:

Jennings, Jerry E. and Smith Marion H. The South. Grand Rapids, Michigan: The Fideler Co., 1977.

Parramore, Barbara M. The People of North Carolina. New York: William A. Sadlier, Inc., 1978.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Interdependence
Regionalization
Culture
Habitat

II. OBJECTIVES	Activity Number
1. Knowledge	
Students will know that the south has experienced important changes during the century. The changes have been both gradual and sudden.	3,4,5,6
Students will know that southerners show similarities and differences among their cultural backgrounds.	
Students will learn names and locations of the thirteen southern states and will be able to describe the physical features of the region.	1,2
Students will know that communities and individuals often differ significantly in the values in which they believe.	5,6
Students will know that people from the south and other regions are interdependent.	3,4,5,6,7
Students will know that the history and problems of the south influence and shape alternative solutions to present day problems.	4,5,6,7
2. Skills	
Students will acquire needed information.	1,2,3,4,5
Students will use the United States map to locate the thirteen southern states.	1,2
Students will participate in small and large group activities.	1,2,4,5,6,7
Students recognize the similarities and differences among southern people in the way they live.	3,4,5,6,7

II. OBJECTIVES (Continued)

	Activity Number
3. Valuing	
Students should value the need for learning to deal with conflict, accept the consequences of their actions, and stand firm on their convictions and principles.	4,5
Students will value the cooperation of people in satisfying the needs of a community.	5,6
Students will analyze values about similarities and differences among peoples of the south and other parts of the world.	2,3,4,5,6,7
4. Responsible Behavior	
Students will be able to understand conflicting demands that are present in problems which must be solved by the community in which one lives.	4,5,6,7
Students will be able to demonstrate differences of opinion with specific details from each point of view.	1,2,3,4,5,6,7
Students will respect rules of the majority and respect minority rights in the communities of which they are a part as a result of studying about the Civil War conflict.	4,5

Activity 1

Instructional
Objective: After completing this activity, students will be able to name the 13 southern states and to locate these on a map of the United States.

Materials: Book--Jennings and Smith, The South, p. 19.
Simulations--U.S.A. Regions and Resources
Worksheet--Map of U.S.
Facts About Each of the Thirteen Southern States
Other--Wall map of the United States

Teacher Activities	Student Activities
Show wall map of the United States. Ask students to find North Carolina. Students will discuss the location of North Carolina and trace around its neighboring states. Explain to students that the neighboring states make up a region known as the Southern states in our country. These states cover about a seventh of the United States, and less than one fourth of the American people live in this region.	Students explore the map to find the names of these states. Students copy the names from the chalkboard or chart paper.
See how many states you can find and name. Give each student a handout map of the United States.	
Students should know more about each southern state and the reasons why they are grouped together as a region. Study the handouts carefully, "Facts About Each of the Thirteen States," each of the 13 Southern states in order to make comparisons.	Students will study handout sheets. They should be able to compare states to see how they are alike in some characteristics.
Some students might need more skills in locating states. They may use the text along with the map to find names of the Southern states.	Learners should have acquired enough knowledge about the region to be able to play the game "Cross Country Tour" from U.S.A. Regions and Resources. Others might choose to color the region of states on their handout map.

2 Land

If you were to fly over the South in an airplane, you would see that all parts of it are not alike. You would notice that some areas are low and almost level. In other parts of the South, you would see rolling plateaus, wooded mountains, or deep valleys. These different features affect the ways in which people in the various parts of the South live and work.

The Coastal Plain

More than half of the South lies in a vast region of the United States called the Coastal Plain. The map on page 21 shows us that this region extends along most of the Atlantic coast of our country. In the north, the Coastal Plain is narrow. Farther south, it becomes wider, and spreads out westward in a broad, irregular band along the Gulf of Mexico. The map also shows us that part or all of every state in the South lies in the Coastal Plain region.

Near the sea, the Coastal Plain is low and flat. Sandy beaches stretch for miles along parts of the coast. Many very low areas are covered with shallow

The picture above shows farmers harvesting rice on the Coastal Plain in Arkansas. More than half of the South lies in the vast Coastal Plain region, which borders the Atlantic Ocean and the Gulf of Mexico. (See map at right.) Much of the Coastal Plain is low and level. In other parts of the South, there are rolling plateaus, wooded mountains, and deep valleys.

THE UNITED STATES

OF AMERICA

FACTS ABOUT EACH OF THE THIRTEEN SOUTHERN STATES

ALABAMA

Area square miles	51,609
Population	3,614,000
Capitol	Montgomery
Colleges & Universities	51

Farm Products
- Poultry and eggs
- Cattle and calves
- Hogs

Fish
Timber harvested
Timber harvested
Minerals
- Coal
- Cement
- Petroleum

Manufactures
- Metal industries
- Paper and allied products
- Textile-Mill products

ARKANSAS

Area square miles	53,104
Population	2,116,000
Capitol	Little Rock
Colleges & Universities	19

Farm Products
- Soybeans
- Poultry and egss
- Rice

Fish
Timber harvested

Minerals
- Petroleum
- Bromine
- Natural gas

Manufactures
- Food and related products
- Electrical equipment and supplies
- Lumber and wood products

FLORIDA

Area square miles	58,560
Population	8,357,000
Capitol	Tallahassee
Colleges & Universities	66

Farm Products
- Fruits and nuts
- Vegetables
- Cattle and calves

Fish
Timber harvested

Minerals
- Phosphate rock
- Petroleum
- Stone

Manufactures
- Food and related products
- Electrical equipment and supplies
- Chemicals and allied products

GEORGIA

Area square miles	58,876
Population	4,926,000
Capitol	Atlanta
Colleges & Universities	62

Farm Products
- Poultry and eggs
- Cattle and calves
- Cotton
- Peanuts

Fish
Timber harvested

Minerals
- Clay
- Stones
- Cement

Manufactures
- Textile-Mill products
- Transportation equipment
- Food and related products

MARYLAND

Area square miles	10,577
Population	3,922,399
Capitol	Annapolis
Colleges & Universities	23

Farm Products
- Cattle and calves
- Poultry and eggs
- Tobacco
- Soybeans
- Hogs

Fish
Timber harvested

Minerals
- Clay
- Natural gas
- Sand and gravel

Manufactures
- Chemical and allied products
- Metal Industries
- Textile-Mill products

MISSISSIPPI

Area square miles	47,716
Population	2,346,000
Capitol	Jackson
Colleges & Universities	42

Farm Products
- Cotton
- Soybeans
- Poultry and eggs

Fish
Timber harvested

Minerals
- Petroleum
- Hatural gas
- Sand and gravel

Manufactures
- Lumber and wood textiles
- Apparel and other textile products
- Transportation equipment

KENTUCKY

Area square miles	40,395
Population	3,396,000
Capitol	Frankfort
Colleges & Universities	36

Farm Products
- Cattle and calves
- Tobacco
- Soybeans

Fish
Timber harvested

Minerals
- Coal
- Stone
- Petroleum

Manufactures
- Electrical equipment and supplies
- Food and related products
- Nonelectrical machinery

LOUISIANA

Area square miles	48,523
Population	3,791,000
Capitol	Baton Rouge
Colleges & Universities	23

Farm Products
- Rice
- Soybeans
- Cattle and calves

Fish
Timber harvested

Minerals
- Petroleum
- Natural gas
- Natural gas liquids

Manufactures
- Food and related products
- Petroleum and coal products
- paper and allied products

NORTH CAROLINA

Area square miles	52,712
Population	5,451,000
Capitol	Raleigh
Colleges & Universities	99

Farm Products
- Tobacco
- Poultry and eggs
- Soybeans

Fish
Timber harvested

Minerals
- Stone
- Sand and gravel
- Cement

Manufactures
- Textile-Mill products
- Tobacco
- Chemical and allied products
- Furniture

SOUTH CAROLINA

Area square miles	31,055
Population	2,818,000
Capitol	Columbia
Colleges & Universities	47

Farm Products
- Soybeans
- Tobacco
- Poultry and eggs

Fish
Timber harvested

Minerals
- Cement
- Stone
- Clay

Manufactures
- Textile-Mill products
- Chemical and allied products
- Nonelectrical machinery

TENNESSEE

Area square miles	42,244
Population	4,188,000
Capitol	Nashville
Colleges & Universities	62

Farm Products
- Cattle and calves
- Soybeans
- Dairy products

Fish

Timber harvested

Minerals
- Stone
- Coal
- Cement

Manufactures
- Chemical and allied products
- Food and related products
- Electrical equipment and supplies

VIRGINIA

Area square miles	40,815
Population	4,967,000
Capitol	Richmond
Colleges & Universities	70

Farm Products
- Cattle and calves
- Poultry and eggs
- Dairy products

Fish

Timber harvested

Minerals
- Coal
- Stone
- Sand and gravel

Manufactures
- Chemical and allied products
- Food and related products
- Tobacco

WEST VIRGINIA

Area square miles	24,181
Population	1,744,237
Capitol	Charleston
Colleges & Universities	18

Farm Products
- Cattle and calves
- Apples
- Poultry and eggs
- Hogs
- Sheep

Fish

Timber harvested

Minerals
- Coal
- Stone
- Clay
- Glass products

Manufactures
- Chemical products
- Electrical machinery
- Metal products

Activity 2

Instructional
Objective: After participating in this activity, students will be able to locate and name the land forms of the south.

Materials: Filmstrip--"Knowing The South"

Teacher Activities	Student Activities
Have the students look at the map of the U.S. again. Ask, about what fractional part of the United States does this region cover?	Answers will vary. It covers about ¼ of the United States.
Do you live in this region? Are you a southerner?	We live in this region, and we are southerners.
Students will see film "Knowing The South," afterward, have students discuss the special characteristics of the south as shown in the film. How are the states in this region alike and how are they different?	For example, some are located near the coast and some are land-locked.
What do we mean by land forms? What are the similarities or differences in land forms of the south? Name the four land forms of the south.	The land forms are: - Coastal Plain - Appalachian Highlands - Interior Plains - Interior Highlands or Piedmont
Say to students: If you were to fly over the south in an airplane, you would see that all parts of this region are not alike. You would notice that some areas are low and almost level. In other parts of the south, you would see rolling plateaus, wooded mountains, or deep valleys. These different features affect the ways in which people in various parts of the south live and work.	Guided discussion or conversation from pupils experiences.

Activity 3

Instructional
Objective: After completing this activity, students will be able to list the similarities and differences in climate in the southern region.

Materials: Filmstrip--"Living In The South"
Worksheet--Facts About Each of the Thirteen Southern States

Teacher Activities	Student Activities
Students will see film "Living In The South."	Students will discuss what they observed in the film.
Say to students: I can see that you enjoyed watching the film. Yes, the south has mild winters and warm summers. Imagine that we are visiting the city of Miami Beach, Florida, on the first day of February. As we leave our motel for a walk, we notice that the air is warm and the sun is bright. The people we meet are dressed in light summer clothings. In a park nearby, we see colorful flowers in bloom. Because there are palm trees growing in the park, we know that the weather here is seldom cold. We stop at a drug store to buy a newspaper. On the front page, we read that a blizzard is sweeping across the northern part of the United States. Snow has been falling for three days. In some places, the temperature is below zero. We are glad to be here at Miami Beach enjoying the warm sunshine.	
Ask the students to give the main reason why winters are mild in the south (most parts of the south).	The Southern part of our country is nearer the equator than the Northern part.
Is the climate in all parts of the south the same?	Answers might vary. Expected answer is No. Discussion should follow. Teacher will give the correct information about the causes for similarities and differences in southern climate.

Activity 3 (Continued)

Teacher Activities	Student Activities
Students will want to explore the question, how does climate affect farming in the south and how does a long growing season help farmers?	A brainstorm activity can be used by making a list of crops or products grown in the south. For example, in Florida, citrus fruits are grown due to a long growing season.
Ask students to choose two southern states other than North Carolina and compare the list of agricultural and manufactured goods of each of these states with that of North Carolina.	Students will refer to the "Facts About Each of the Thirteen Southern States" handouts and will obtain information from these regarding the states they wish to research.

Activity 4

Instructional
Objective: After viewing the filmstrips, "Colonization" and "Slavery," students will be able to describe several important events that occurred in the early history of the South.

Materials: Filmstrips--"Colonization," The South
"Slavery," The South
Worksheet--The South

Special Directions
to the Teacher:
Worksheets for this activity have been provided by the filmstrip manufacturer and are included in this activity set.

Teacher Activities	Student Activities
The South's history is an exciting adventure. Historians know that they can never learn about everything that has happened in our world. Since ancient times, millions of events have taken place. Historical records are for us to study in order to learn of the progress and changes that take place in our world.	
The filmstrip to be shown to the students as a part of this activity, portrays some of the conflicts the South has encountered during its growth.	Students will view the filmstrips, "Colonization" and "Slavery." Following each filmstrip, students will discuss their feelings about the conflicts which the South has experienced and the reasons for these conflicts.

Activity 5

Instructional
Objective: After viewing the filmstrips "Traditions and Legends" and "Since 1865," students will be able to describe the changes which have occurred in the South since 1865.

Materials: Filmstrip--"Traditions and Legends," The South
"Since 1865," The South
Worksheets-- The South

Special Directions
to the Teacher:
Worksheets for this activity have been provided by the filmstrip manufacturer and are included in this activity set.

Teacher Activities	Student Activities
The two films you will see today, tell you something about early colonies livelihood, how they lived and survived in the south. Watch and listen carefully. In what ways were their living different from ours of today? Will you make comparisons?	Students will be able to make comparisons between then and now.
Let's discuss the great changes that took place in the south that caused the southern people to become independent. 1860-1870 was the most difficult period in Americas history. It was in these years that Americans faught a sectional war; and in many instances, father faught son or brother faught brother. During this period, not only was there a clash of arms which lasted for years, and in which thousands of soldiers were killed or wounded, but also there was the total economic breakdown of the south.	Make the list of comparisons on the chalkboard or chart paper. Students might want to divide in groups and categorize their findings. Students will probably want to brainstorm by making a list of things observed from the filmstrips and other informational changes that are seen today.

Activity 6

Instructional
Objective: After completing this activity, students will know about at least three of the south's famous persons and their contributions to our country and the world.

Materials: Photo Aids--Pictures of Martin Luther King, Jr.
George Washington Carver
President Jimmy Carter
Louis Armstrong

Teacher Activities	Student Activities
Arrange pictures of Martin Luther King, Jr., George Washington Carver, President Carter and Louis Armstrong on the board. Ask the students to think about the contributions these southerners made to the world.	As the students brainstorm the contributions made by each, the teacher will make a list on the board.
Which one person do you admire the most and why?	Let students state reasons, giving values for their choices.
Can you think of a native of our home town who has made great contributions to the world?	Answers will vary.
Can you think of a native from North Carolina who has made great contributions?	Answers will vary. The students will discuss the contributions of each person who is mentioned.
Can you think of other people from the South who have made great contributions?	

Activity 7

Instructional
Objective: After participating in this activity, students will be able to list the ways in which people who live in small towns differ in their lifestyle from people who live in large cities.

Materials: Filmstrips--"The City"
"Small Town"
Handouts-- A Map of North Carolina
Jimmy's World In The South

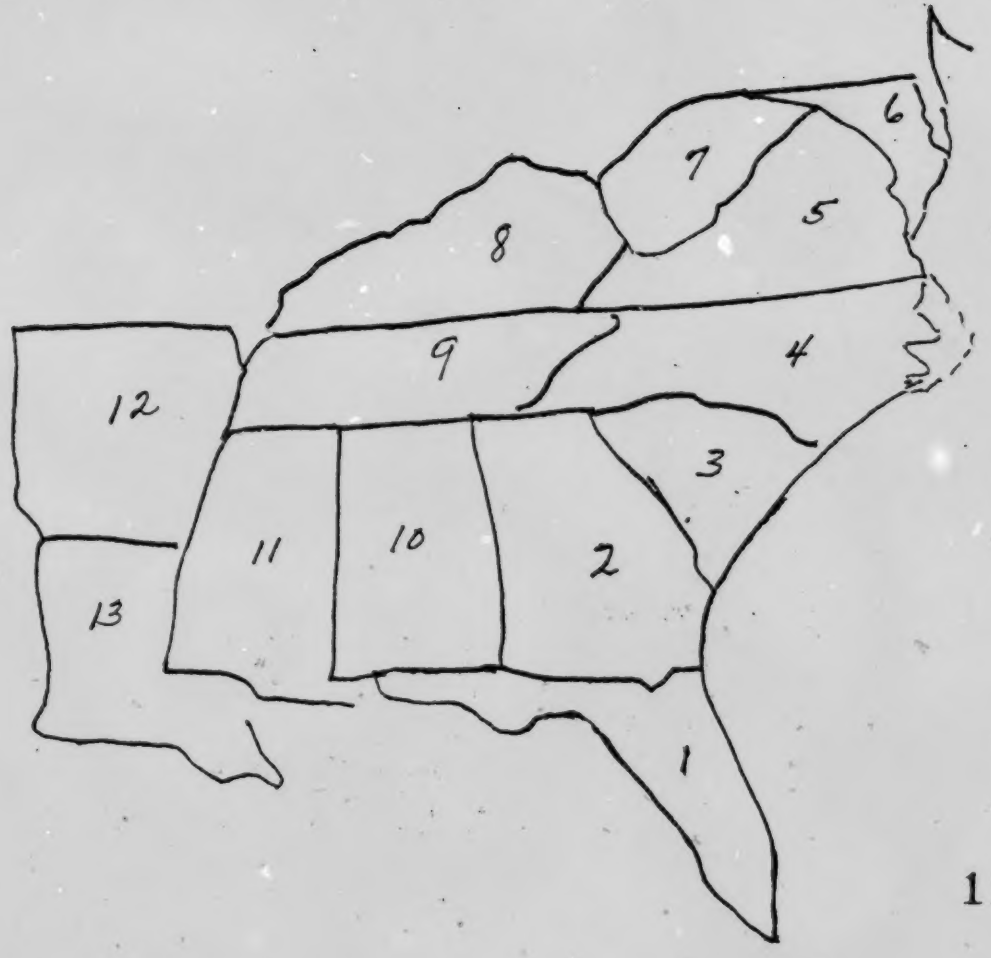
Teacher Activities	Student Activities
Read the story about "Jimmy's World In The South," to see if you would enjoy living in a small town.	Analyze the story for similarities and differences with own experiences.
Do you think James enjoys his home life with his family? In what ways can you explore the similarities and differences in Jimmy's home life from yours?	Explore feelings and experiences.
Due to the location of Mebane, N.C., do you think Jimmy is a southerner? Why? Are you a southerner? Explain.	Students will locate Mebane, N.C. on the map of North Carolina.
If Jimmy moved to Chicago to live, do you think he would still be a southerner? Why?	Students' answers will vary, yes-no. Students can be grouped according to answers and discuss reasons for yes-no.
Let us view the two filmstrips, "The City" and "Small Town."	
After the filmstrips are shown, ask students to compare life in a city and on the farm.	Discussion.
How do you think moving to a large city would affect Jimmy's life?	Answers will vary; hopefully, changing his lifestyle will be explored. Let students make their own list of ways that might affect Jimmy.
Sometimes people enjoy moving to a different area. What advantages would Jimmy encounter.	List on board as students share experiences.

Activity 7 (Continued)

Teacher Activities	Student Activities
What experiences do you suppose Amy Carter is having since moving to the Capital in Washington, D.C.?	Some students might suggest writing a letter to Amy.
As you know, when her father became President, Amy Carter moved from the small town of Plains, Georgia to Washington, D.C. Ask, what type of adjustments do you think Amy would have to make as a result of this move.	Students think about this and discuss the changes which Amy probably experienced.
Have the students compose a letter to Amy Carter asking her about the changes she has experienced since living in Washington. Perhaps the class will actually want to send these letters to Amy at the White House. If not, just use this activity as a thinking exercise.	The students will work individually or in groups, composing letters to be sent to Amy.

The Southern States

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____



JIMMY'S WORLD IN THE SOUTH

James Lee Price--or Jimmy--lives in Mebane, a small town in North Carolina. Mother, Daddy, and four sisters are the center of Jimmy's world, which extends to school and includes the community around him. Most boys are like Jimmy in some ways, yet he is a unique and special person touched by where and how his family live.

Jimmy's father has two jobs. He works part of each day as the maintenance man at a nearby school. In the afternoon, he goes to work at a textile mill. But on Sunday afternoon, he plays with the children. His mother has a job two mornings a week. But every day after school, she makes sure she is home with cold milk and cookies for Jimmy.

When Daddy is home after school, Jimmy helps him rake up leaves and clean the yard. They gather old boards for firewood. When work is done, Jimmy visits his friend Gerald, who has a pony named Beauty. The boys take turns riding Beauty. Jimmy wished many times he had a pony of his own. Sometimes, Jimmy's mother would let him go downtown all by himself after school. There she would pick him up and take him home.

On the main street of Mebane works Officer Cook. Jimmy asks him, "How does that stoplight work without anybody touching it?" The officer tells him, "It works on electricity. It stays one minute on red and one minute on green." The policeman is there to help the children cross safely.

Jimmy likes to play after school when he has finished studying his homework. He plays in a corn field. The long rows of cornstalks make a fine, shady place for games of hide-and-seek. He also likes to play

ACTIVITY SET EVALUATION

North Carolina is a part of the South. People living in the South are Southerners, whether they live in rural areas, small towns, suburbs or a big city. Living in the South is different from living in other parts of the country.

Choose one city from a section of the United States other than the south (for example: New York City or Chicago) and then choose another city from North Carolina (for example: Greensboro). Now, name four things which you would expect to find in a North Carolina city, but not expect to find in the other city of your choice.

THE STUDY OF IMMIGRATION TO THE UNITED STATES

Grade 5

Trudi Maness
St. Pius X School
Greensboro, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

The activities that follow will give the students a more in-depth understanding of immigration to the United States.

Possible Field Trip:

Naturalization Ceremony---call local Clerk of Courts (U.S. Post Office) to find out dates and time of ceremony. Call the Clerk of Courts a week or two before set date for field trip. Location--U.S. Post Office.

Possible Resource People:

The Clerk of Courts.

Representative from local bar association to discuss new developments in laws involving equal opportunity.

If your school system has a resource file, you may find it helpful.

There are several alternative activity sequences that can be used:

4,2,1,3,5,6,7
or
4,3,2,5,1,6,7

Please read through the activities to familiarize yourself with material. There are teachers guides to the filmstrips and photo aids. You will find these extremely helpful if you preview them before teaching the activities.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
Jewish Immigrants to America. (Published by Sunburst Communications) Culver City, Calif.: Social Studies School Service, (Cost = $59.00).	1
A Nation of Immigrants Today. (Published by New York Times Co.) Culver City, Calif.: Social Studies School Service, (Cost = $14.00).	1
"This Is Mine: The Ethnic Dilemma." Fundamental Issues of Our Times--Part II. Mount Kisco, N.Y.: Teaching Resources Films, (Cost = $20.00).	1
PHOTO AIDS	
Wounded Knee - 1973. (Published by Documentary Photo Aids) Culver City, Calif.: Social Studies School Service, (Cost = $13.00).	1
EXCERPTS FROM BOOKS:	
"An Italian Immigrant Speaks Out." Cutler, Charles, and Morrill, George P. Land of Immigrants. Columbus, Ohio: Xerox Education Publications, 1974, p.42.	1
"No Irish Need Apply." Cutler, Charles, and Morrill, George P. Land of Immigrants. Columbus, Ohio: Zerox Publications, 1974, p.11.	1
"Our Land is More Valuable Than Your Money." McLuhan, T.C. Touch The Earth. New York: Simon and Schuster, 1971, p.53.	35
"Proclamation: To the Great White Father and All His People." Muluhan, T.C. Touch The Earth. New York: Simon and Schuster, 1971, p.164-165.	35
"What We Owe To Immigrants.: Cutler, Charles, and Morrill, George P. Land of Immigrants. Columbus, Ohio: Zerox Education Publications, 1974, p.44-47.	1

	No. Per Act. Set
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Adult Civilian and Military Dependent Applicants for Naturalization	35
Application for Naturalization	35
Application To File Petition for Naturalization	35
Federal Bureau of Investigation United States Department of Justice Applicant	35
Oath of Allegiance	35
Statistics and Graph Regarding Irish Immigration	35
For the Teacher As Background Information	
Activity Set Evaluation	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Cultural and Social Change
Citizenship
Loyalty
Freedom and Equality
Conflict
Interaction
Ethnic Groups

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that every U.S. citizen has rights and responsibilities of citizenship.	1
Students will know that many nationalities depended on each other as the United States grew.	1,2
Students will know that the problems of immigrants in U.S. history influence alternative solutions to present-day problems.	1,2,3
Students will know that the United States has changed its policy toward immigrants over the past 150 years.	2
Student will know that the process of political decision making is an atempt to resolve conflicting demands.	2,6
2. Skills	
Students will acquire needed information about immigrants to America.	4,6
Students will think about information rationally, creatively, and independently.	3,4,5
Students will make decision about their own possible actions in problem situations which immigrants faced.	1,2
3. Valuing	
Students will begin to accept the process of change, development, and evolution as part of the structure and function of democratic government.	2,5
Students will analyze values about similarities and differences among peoples of the world.	3

II. OBJECTIVES (Continued)

	Activity Number
4. Responsible Behavior	
Students will cope with the consequences of decision making.	3
Students will accept the consequences of their own actions.	1
Students will respect rule of the majority and respect minority rights in the communities of which they are a part.	1

Activity 1

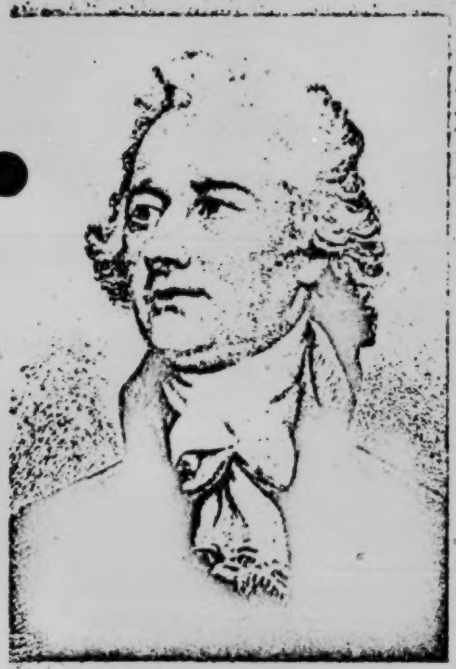
Instructional
Objective: After viewing filmstrip "A Nation of Immigrants Today" and reading portions of the article "What We Owe to Immigrants," students will be able to cite why people came to America; where they came from; problems they faced; and contributions they made.

Materials: Filmstrip--"A Nation of Immigrants Today"
Duplicating Master from "A Nation of Immigrants Today"
Teacher's Guide from "A Nation of Immigrants Today"
Excerpt from Book--"What We Owe to Immigrants"

Teacher Activities	Student Activities
The U.S. is a nation of immigrants. Except for the American Indians, all of us are descended from immigrants. Can anyone tell why people come to America? Where have they come from? What problems have they faced in this country?	Foods, inventions, medicine, labor, holidays, arts, science, music, industry, etc.
We are going to see a filmstrip showing the people who have immigrated during America's 200 years of nationhood, including our most recent citizens. Can anyone tell me where some of our most recent citizens came from? Why did they come? What problems did they encounter?	Some came from Vietnam, India, Cuba, and Mexico. More freedom; not satisfied with government.
Write these vocabulary words on board: aliens, barrios, Chicanos, deported, ghettos, Hispanics, immigrants, migrants, migration, quotas, refugees, visas	Students review meaning of the vocabulary words listed on the chalkboard.
What should we do about the illegal alien problem?	
Ask, "Do you know any of the contributions made by immigrating cultures?" Read portions of "What We Owe to Immigrants." During the reading, be sure to tell the students to ask questions or add to information.	

Activity 1 (Continued)

Teacher Activities	Student Activities
Show filmstrip. Tell students to watch for vocabulary words being used in filmstrip. We will discuss definitions afterwards. Stop film at Discussion Breaks and ask questions in teachers guide. Follow up with more discussion on vocabulary words and duplicating master.	



Alexander Hamilton

Henry Kissinger

John Ericsson

America has been good for most of its immigrants. Nearly all have lived far better in this country than in their earlier homes.

At the same time, immigrants have enriched their chosen country in many ways. Every American would be poorer without the gifts of the immigrants. Just look at some of the foods we enjoy:

- From the Germans we got frankfurters (hot dogs), hamburg, pumpernickel, strudel, and liverwurst.
- From the French we got omelets, chocolate eclairs, croquettes, and chicken fricassee.
- From the Spanish-speaking peoples came tortillas, tamales, and chile.
- From the Italians came spaghetti, macaroni, spumoni, and salami.
- In addition, we have kielbasa (sausage) from Poland, soy sauce from Japan, tea from China, gumbo from Africa, and beef Stroganoff from Russia.

Immigrant Americans have won high honors in many fields. More than 40 percent of American Nobel Prize winners were born in other countries. One example—U.S. Secretary of State Henry Kissinger, a winner of the Nobel Peace Prize in 1973, was born in Germany.

From the beginning of the nation, immigrants played an important part in the Government. Eight of the 56 signers of the Declaration of Independence were immigrants. Alexander Hamilton, Secretary of the Treasury under George Washington, came from the West Indies.

Scientists from abroad, especially in this century, helped give American science world leadership. Albert Einstein, from Germany, changed modern scientific thinking. He also suggested the atomic bomb to President Franklin Roosevelt. Enrico Fermi, from Italy, was a leader in developing atomic energy.

Earlier, John Ericsson—from Sweden—developed the first ironclad ship. Alexander Graham Bell from Scotland made the telephone. Igor Sikorsky from Russia won fame in this country for his work on airships.

Meanwhile, immigrant businessmen helped build the country. Andrew Carnegie from Scotland started huge steel mills. Michael Cudahy from Ireland became a leader in the business of packing meat. David Sarnoff from Russia was a giant in the radio industry.

In recent years large numbers of doctors, scientists, and engineers from abroad have flocked to this country. During the 1970's more than 11,000 scientists and engineers a year came to America. Other countries

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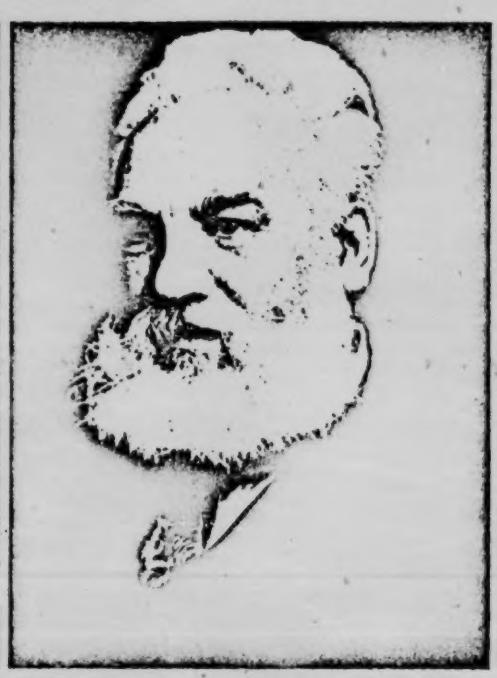
Igor Sikorsky



Alexander Graham Bell

Andrew Carnegie

were furnishing the United States more doctors each year than came out of all of the American schools of medicine.

Between 1949 and 1967 about 100,000 scientists, engineers, and doctors entered this country from abroad. They may have saved the nation as much as $4 billion in the cost of their education alone.

But what of immigrants who were less educated or less famous? Their labor ran the factories and farms that made America the richest country in the world. They helped lay the railroad tracks that opened up the West. They became small-business men and skilled workmen.

Take the case of Martin Martinson of Wayzatra, Minnesota. He did not make a fortune or win a Nobel Prize. In fact, he attracted attention in 1959 mainly because he had reached the age of 100.

Yet Mr. Martinson had done much for his fellow Americans during his long life. Here is his story:

"The young men I grew up with in Sweden had been in America. They came home over the winter.

"They got me interested in going to America. On April 12, 1880, I set out with quite a group of young people from my region.

"The boat from Göteborg to England had very poor service. There was a lot of dirt. It was like a cattle boat.

"From Liverpool, England, we went to New York on the Inman Line. It was a steamboat and very good.

"Once I was here, people helped me get citizenship papers. They wanted to have voters. I think James Garfield was running for President."

Mr. Martinson traveled to Chicago and then to Stillwater, Minnesota. This was a lumbering town near the meeting of the St. Croix and Mississippi rivers. There he found a job as a woodworker.

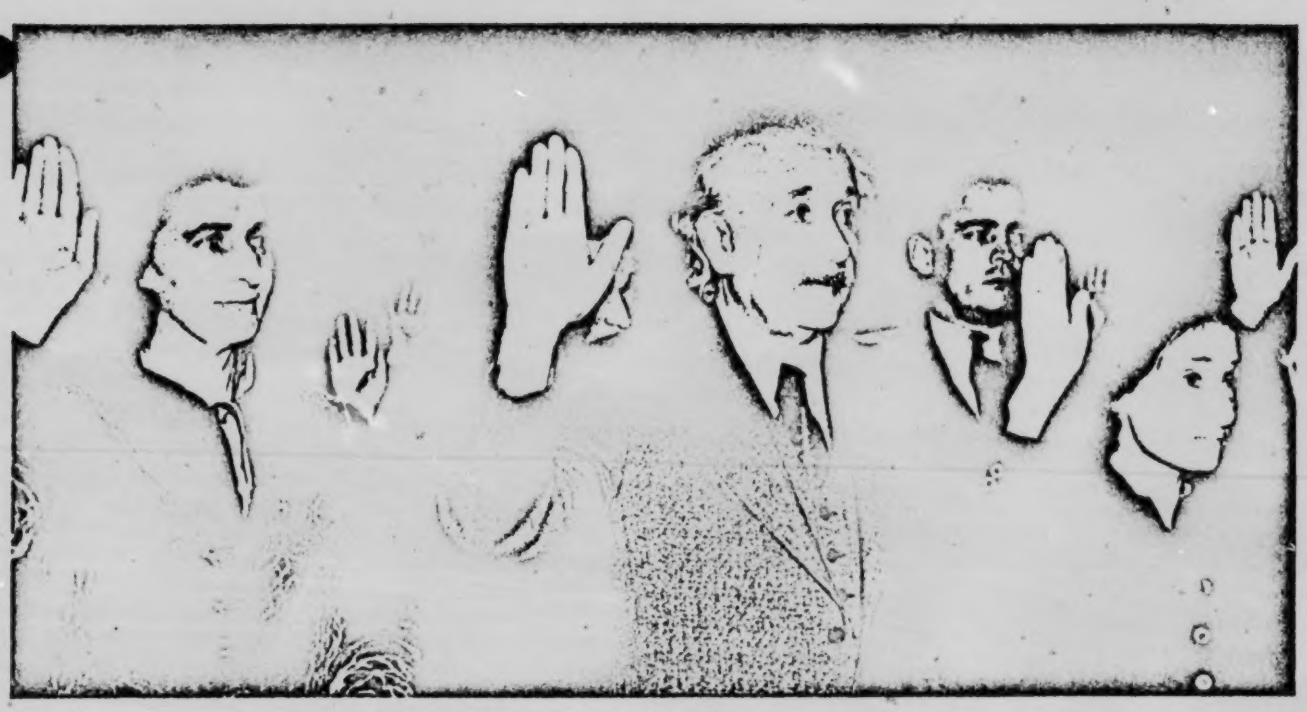
At the Stillwater Manufacturing Company Mr. Martinson became a foreman. He was placed in charge of producing woodwork for the state capitol in St. Paul. He also made showcases from rare acacia wood for the Bishop Museum in Honolulu.

In retirement, Mr. Martinson was living with his son, a doctor. He also had another son, two grandsons, and seven great-grandchildren. He could look back on a life of quiet but valuable work in his chosen country.

Or take the case of Morris Zone, a businessman born in Mezabich, Russia. He came to New York at the age of 18. On getting off the ship he gratefully kissed the ground. Then he picked some green grass and stuck it in his suit.

Back in Russia he had barely missed being drafted. His parents had a doctor give him some medicine before his physical examination. The medicine made him appear unfit for the draft.

Once in this country Mr. Zone did not go into the clothing industry. His parents had urged him to take



Albert Einstein takes the oath as citizen with his secretary (left) and his daughter.

up other work. So he escaped the sweatshops entered by so many other Russian Jewish immigrants.

Instead, he found a job in a rubber factory in Setauket, Long Island. There he was promoted because of his high ability.

A year later he sent for his wife and children. But his wife did not like Setauket and moved with the children to New York City. A week later a lonely Mr. Zone joined her there.

He began as a seller of rubber heels—the first in New York City—to shoe repair shops. This developed into a large rubber supply business. Mr. Zone's two sons and finally his grandsons joined the business.

Into great old age Mr. Zone kept working in his company. At the end of his life he had done *almost* everything he had wanted to do. He would like to have visited Russia. But he jokingly claimed that the Russian government might jail him for escaping the draft.

Many millions of immigrants like Mr. Martinson and Mr. Zone joined the mainstream of American life. They never forgot their homelands. Yet they built new lives within the framework they found in America.

Some immigrants, however, chose quite a different path. They grouped themselves completely apart from other Americans. Their groups became strange and charming islands in the American mainstream.

Commonly, these groups came to America to follow a certain faith. In European countries this was sometimes not possible. But America offered freedom and lots of room.

For example, 300 farmers from Germany came to Ohio in the last century. There they founded a settlement named Zoar. In it they wished to worship God in their own way and to live pure lives.

Joseph Bimeler led the little group. Soon, under his leadership they had built a German village. It had flour and woolen mills, a machine shop, shops to make china and tiles, and other industries.

All of this was owned in common. Each member got what he needed from the general fund, plus two suits a year. Each was given a job to do. Zoar needed little from the rest of the United States except hired workers.

But slowly new ways of thinking seeped into the colony. By the end of the century the cash, land, and buildings were divided among the people there. Even

so, the colony of Zoar had left its mark on the thousands of people who lived in it or came there to visit.

More famous was the settlement of Amana. This numbered seven villages along the Iowa River. The [illegible]ers came to America in 1826 from Germany. In this country they bought land and owned it jointly.

Membership grew to 1,800 people. The settlement grew rich, with a value in 1920 of over $2 million. In 1930 Amana became a company. Yet its ideals lived on for many of the people in the shadow of the old settlement.

Most immigrants blended more closely with common American life. They gave a new breadth to the nation's thought and customs. It would be hard to imagine America without their colorful additions.

Hundreds of artists and writers from abroad flowered in America. Vladimir Nabokov, born in Russia, won fame as a writer of novels after coming to the United States. He has often said that he found here the best conditions for his work. He later moved to Switzerland. But even there he proudly calls himself an American.

W. H. Auden, the poet, left England for America. His works written in America won him a Pulitzer Prize. His ties with England remained strong. Yet Auden's later poems show his attachment to his new country.

In this century an especially large number of musi[illegible]s came to the United States. Arturo Toscanini was unable to live under the rule of Italy's former leader, Mussolini. In this country Toscanini led such groups as the NBC Symphony and the New York Philharmonic.

Igor Stravinsky fled to France from Russia after the Revolution there. He then left France at the beginning of World War II. He became an American citizen and wrote some of his great music in California. (Many other Europeans, like Stravinsky, fled from country to country before coming to settle in the United States.)

Everywhere in America one can see the work of other, less famous immigrant artists. Italian sections of some cities brighten every year with music and dancing from the old country. Columbus, St. Patrick, and Puerto Rican days in New York and elsewhere remind Americans of Old World customs.

In recent years some Americans have turned against the idea of this nation as a melting pot. According to that idea, immigrants becoming Americans lose most of their differences.

In fact, great numbers of immigrants tried to do just that. They successfully learned to talk and act like their American neighbors, and even chose "American-sounding" names.

Lately, however, some immigrants and their children have moved in the opposite direction. For example—

- The children and grandchildren of immigrants have been learning their old family languages, such as Polish.
- Mexican American, Italian American, and other groups have objected to unfair treatment in movies and on television.
- More than ever, Americans are taking an interest in the foods and cooking of other countries.
- Colleges are carrying more courses dealing with minority groups such as the Mexican Americans.

Yet even this is not really new. Immigrants and the children of immigrants have often kept old customs. And some of these customs have won wide acceptance. The German American Christmas tree is now simply American. St. Patrick's Day is now celebrated by large numbers of people other than Irish Americans.

Oscar Handlin, writer on immigration, has said: "Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants *were* American history."

Every group in America came originally from another continent. Arrival here has meant learning how to live with the land and with the people already here.

Some immigrants won quick acceptance, like the later English immigrants. Others have had to struggle, like the Irish and Eastern Europeans. Yet in time all groups have risen in income and power.

E pluribus unum—"one made up of many"—appears on the great seal of the United States. It applies to the states of the Union. But it can also apply to the many different peoples that make up the nation—various and yet united.

Activity 2

Instructional
Objective: After filling out graph on Irish immigration, the student should be able to construct a graph using given data and compare and contrast information.

After reading the poem "No Irish Need Apply" and "An Italian Immigrant Speaks Out ..." the student should be able to compare and contrast attitudes of two immigrants.

Materials: Handout--"Statistics and Graph Regarding Irish Immigration"
Excerpt--"No Irish Need Apply"
"An Italian Immigrant Speaks . . ."
Other--Crayons

Special Directions
to the Teacher:

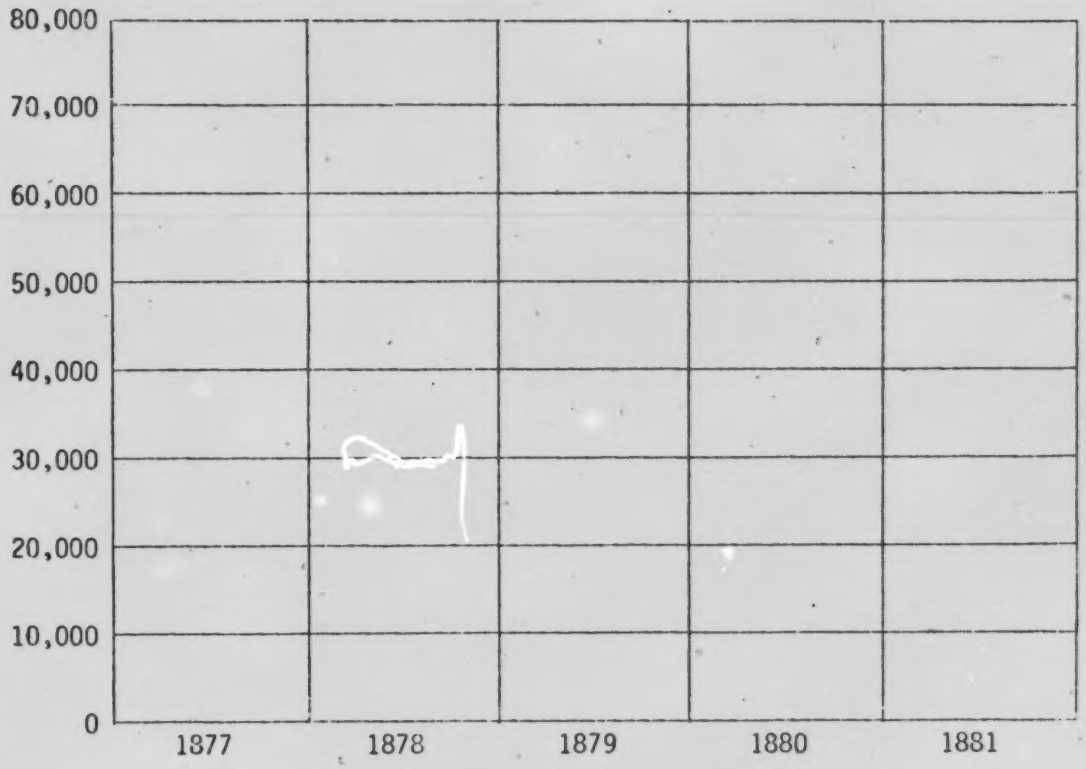
a. Depending on students knowledge of working with graphs, you may need to teach or review on the board how to read and fill in a graph before completing this one.
b. If you want children to read poem and article, be sure to give them the copy in advance so the reading goes smoothly.

Teacher Activities	Student Activities
In 1879, Ireland had a potato famine. Does anyone know what famine means? Have student look the word up and read it to the class. Many people starved, but some were able to immigrate to the United States to have a better chance to feed their families. Using the data on the sheet, fill out a bar or line graph.	Look up the meaning of famine. Fill out graph using a different colored crayon for each year.
What statement can you make about Irish immigrants from studying your graph?	The number of immigrants increased greatly in 1880 because of the famine.
What happens today if a country has a famine as a result of a war, drought or other natural disaster? Do the people move to another place?	Countries and organizations help one another by providing for the needs of the people.

Activity 2 (Continued)

Teacher Activities	Student Activities
Have a student read the poem "No Irish Need Apply " and ask the students to express how they think the boy must have felt. Do they think his actions were justified? Could he have handled the situation differently?	Read poem. Student suggestion of alternative action.
Let's read about an Italian immigrant and his feelings. Do the Irish boy and the Italian man share any of the same feelings? Were they treated unfairly? What can we do to insure that all people are treated equally?	Various responses.

STATISTICS AND GRAPH REGARDING IRISH IMMIGRATION



Approximate Number of Immigrants

1877 - 14,570

1878 - 15,900

1879 - 20,015

1880 - 71,603

1881 - 72,350

'The Praties They Grow Small'

The following Irish song tells of the smaller numbers of potatoes—or "praties"—grown in the late 1840's. The singer thinks of going abroad. But he hopes to be able to stay in Ireland.

O, THE praties they grow small, over here, over here.
O, the praties they grow small.
And they grow from spring to fall.
And we eat them skins and all, over here, over here.
O, I wish that we were geese, night and morn, night and morn.
O, I wish that we were geese,
For they fly and take their ease.
And they live and die in peace, over here, over here.
O, we're trampled in the dust, over here, over here.
O, we're trampled in the dust.
But the Lord in whom we trust
Will give us crumb for crust, over here, over here.

'No Irish Need Apply'

People from Ireland had to look hard for jobs. As country people, they were not yet ready for city life or work. Some were weakened by hunger and sickness. And bosses often turned the Irish away unfairly.

The following song shows the anger felt by many Irish job seekers.

I'M A healthy boy just landed from the town of Ballyfad.
I want to make a living and I want it very bad.
When I heard about a job, "it's just the thing," says I.
But the dirty coward ended with "No Irish Need Apply."
"Whoo," says I, "that is an insult, but to get the place I'll try."
So I went there to see the gangster with his "No Irish Need Apply."

Chorus:
Some do think it is bad luck to be christened Pat or Dan
But to me it is an honor to be born an Irishman.

I started out to find the house. I got there mighty soon.
I found the old chap seated—he was reading the *Tribune*.
I told him what I came for, when he in a rage did fly.
"No!" he says. "You are a Paddy, and no Irish need apply."
Then I feels my anger rising, and I'd like to black his eye.
For to tell an Irish gentlemen "No Irish Need Apply."
I couldn't stand it longer so a-hold of him I took.
And I gave him such a beating as he'd get at Donnybrook.
He shouted "bloody murder," and to get away did try,
And swore he'd never write again "No Irish Need Apply."
Well, he made a big apology. I told him then good-bye,
Saying, "When next you want a beating, write 'No Irish Need Apply.'"

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An Italian Immigrant Speaks Out . . .

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Newcomers to the United States faced real hardships. Many were cheated. Many lost hope. Some died in accidents. Some gave up and went back overseas.

But most stuck it out. And they were filled with wonder at their new home. They fought to understand American ways —and their place in the future here.

Here, an Italian immigrant writes his feelings:

"I go about the streets. I don't see the American city like the great beauty of Roma or Napoli. I do not find water shooting up. I do not hear voices singing. No . . . this is not like the great beauty of Italy.

"But one day I see very, very big building. My mind is struck. With all I have seen in Roma, in Milano, in Firenze—I never see anything like that!

"When I go to night school, I get fine see of America. The teacher treat everyone just the same. The Jew just the same the Chinaman, the Chinaman just the same the Italian. He give me welcome like I was an American. I learn a little English. I learn about American government and how the people can make change and progress. I like very much this idea.

"I do not wish at all to go back to Italy. Everything begin to look different. I have not think much about the future before, I have think about the past. Maybe I have a son, it is the future that is for him. America is to be his country.

"What is the past? It is gone. The future is to come, and I think that when my son shall live I wish it to be some great time. For the future I cannot see so much Italy as America.

"Italy in world's highest place nearly one thousand years. But the world continue. It go on. Now comes the great day for America—the great science, the great art, the great letters.

"Why to live in the past? America is future. I am a man and my son will be a man. Why not live to be somebody ourselves in a nation more great than any?

"I see big work ahead. I learn English, work for good laws, work for better government. That is what the American is always do. Always work for new and better.

"I come to me like I am born—I am American!"

Activity 3

Instructional
Objective: After viewing filmstrip "This is Mine: The Ethnic Dilemma," the students should be able to interpret the phrase "melting pot" and list reasons why it is appropriate or inapproprate.

Materials: Filmstrip--"This is Mine: The Ethnic Dilemma"

Special Directions
to the Teacher:
Helpful teachers guide included

Teacher Activities	Student Activities
Have any of you ever had brunswick stew? Describe what it is. America has been described as a "melting pot." Can anyone tell me why? During early American history, the immigrants wanted to blend into the American way of life or culture. But more recently in American history, this idea has changed. The melting pot theory is questionable.	Various responses. Meat and vegetables cooked over high heat - they blend, loosing their identity.
First, introduce the filmstrip by showing it at a rapid pace. This will provide an overview which should be followed by an introduction to vocabulary words. Next, show the filmstrip again, but this time at a much slower pace pausing for class discussion.	
Explain that "ethnic" means belonging to a large group of people who have common traits and customs. "Dilemma" refers to a situation involving choice between equally unsatisfactory alternatives.	
Vocabulary words: (words with stars have been defined in earlier activity) anarchy assimulation *Chicano immigration fraternal *ghetto *immigration McCarthyism *migration reform revolution segregation socialism	

Activity 3 (Continued)

Teacher Activities	Student Activities
After viewing the filmstrip, ask four students to represent four generations of an ethnic group, showing how attitudes changed from generation to generation: First generation - eager, hopeful, want to learn American ways. Second and Third generation - rapidly adopted American ways, anxious to be like everyone else, ashamed of parents. Fourth generation - began to take pride in their different backgrounds, a search for identity or roots.	
Is "melting pot" the proper phrase to use or can you think of a better one?	Possible answer: Tossed salad - ingredients remain separate although they are mixed together.

Activity 4

Instructional
Objective: After completing this activity, students should be able to identify the feelings the Indians have experienced in the past and present.

Materials: Excerpts--Our Land Is More Valuable Than Your Money
Proclamation: To The Great White Father and All His People
Photo Aid--Wounded Knee - 1973

Special Directions
to the Teacher:
If you want your students to read statements, give them a day or two to practice.

Teacher Activities	Student Activities
How do you feel when treated unfairly?	Hurt, sad, rejected, left out, unliked.
What do you think you would do if you were treated unfairly repeatedly over a long period of time?	Get angry, treat people the same way, be mean, stay away, etc.
The first Americans came over by a land bridge - (show on map where Alaska was once connected to Asia). These first immigrants were the Indians. Does anyone know how the Indians have been treated through America's history?	Moved to reservations. Lack of job opportunities, education, and representation.
Today we are going to read a statement made by a Blackfeet chief in regard to the signing of one of the first land treaties.	Students read the handout, "Our Land Is More Valuable Than Your Money."
How does he feel? What does he value?	He feels sad. He values the land.
Let's read the Indians' proclamation involving their claims to Alcatraz in 1969. What did they want? How did they feel about the way they had been treated? Should they have been evicted?	Students read the handout, "Proclamation: To the Great White Father and All His People." Answers to the questions will vary.

Activity 4 (Continued)

Teacher Activities	Student Activities
Read over teacher's guide to the photo aids of Wounded Knee. Present the pictures and generate students' feelings about the 1973 incident.	Discussion.
If the Indians had known what life was going to be like in America, do you think they would have come in the first place.	Discussion.

A chief of one of the principal bands of the northern Blackfeet, upon being asked by U.S. delegates for his signature to one of the first land treaties in his region of the Milk River, near the northern border of Montaña and the Northwest Territories, responds with a rejection of the money values of the white man.

OUR LAND IS MORE VALUABLE THAN YOUR MONEY. IT WILL LAST forever. It will not even perish by the flames of fire. As long as the sun shines and the waters flow, this land will be here to give life to men and animals. We cannot sell the lives of men and animals; therefore we cannot sell this land. It was put here for us by the Great Spirit and we cannot sell it because it does not belong to us. You can count your money and burn it within the nod of a buffalo's head, but only the Great Spirit can count the grains of sand and the blades of grass of these plains. As a present to you, we will give you anything we have that you can take with you; but the land, never.

In November of 1969, a group of Indians seized the island of Alcatraz, the old prison site, which was occupied only by some caretakers. The Indians refused the orders of government officials to leave and were forcibly evicted in June 1971. The following statement explains their claim to the island.

PROCLAMATION: TO THE GREAT WHITE FATHER AND ALL HIS PEOPLE

We, the native Americans, re-claim the land known as Alcatraz Island in the name of all American Indians by right of discovery.

We wish to be fair and honorable in our dealings with the Caucasian inhabitants of this land, and hereby offer the following treaty:

We will purchase said Alcatraz Island for twenty-four dollars ($24) in glass beads and red cloth, a precedent set by the white man's purchase of a similar island about 300 years ago. We know that $24 in trade goods for these 16 acres is more than was paid when Manhattan Island was sold, but we know that land values have risen over the years. Our offer of $1.24 per acre is greater than the 47¢ per acre that the white men are now paying the California Indians for their land. We will give to the inhabitants of this island a portion of that land for their own, to be held in trust by the American Indian Affairs and by the bureau of Caucasian Affairs to hold in perpetuity – for as long as the sun shall rise and the rivers go down to the sea. We will further guide the inhabitants in the proper way of living. We will offer them our religion, our education, our life-ways, in order to help them achieve our level of civilization and thus raise them and all their white brothers up from their savage and unhappy state. We offer this treaty in good faith and wish to be fair and honorable in our dealings with all white men. . . .

We feel that this so-called Alcatraz Island is more than suitable for an Indian Reservation, as determined by the white man's own standards. By this we mean that this place resembles most Indian reservations in that:

1. It is isolated from modern facilities, and without adequate means of transportation.
2. It has no fresh running water.
3. It has inadequate sanitation facilities.
4. There are no oil or mineral rights.
5. There is no industry and so unemployment is very great.
6. There are no health care facilities.

7. The soil is rocky and non productive; and the land does not support game.
8. There are no educational facilities.
9. The population has always exceeded the land base.
10. The population has always been held as prisoners and kept dependent upon others.

Further, it would be fitting and symbolic that ships from all over the world, entering the Golden Gate, would first see Indian land, and thus be reminded of the true history of this nation. This tiny island would be a symbol of the great lands once ruled by free and noble Indians.

Activity 5

Instructional
Objective: After viewing the filmstrips "Jewish Immigrants to America," the student should be able to tell what motivates people to immigrate to new land, to compare diversity existing within immigrant groups, to list contributions of Jewish immigrants and to identify prejudices.

Materials: Filmstrip--"Jewish Immigrants to America"

Teacher Activities	Student Activities
Why do you think the Jewish people came to America? Write responses on board. Do you know any of the Jewish customs? Write on the board. Show filmstrips of "Jewish Immigrants to America" and have children add anything new under headings already on the board. The Jewish-Americans are one of America's most influential immigrant groups. These people have moved from place to place throughout their 2,500 year history because of religious persecution. The U.S. has provided a sanctuary (safe place) for Jews because in the U.S., religious freedom is guaranteed to all. The following vocabulary words will help the students understand the film: - Anti-Semitism - dislike of or prejudice against Jews. - emulate - to strive to equal or surpass. - indigent - very poor, needy - Inquisition - the Catholic Church in Spain four centuries ago, established an agency to punish people who did not believe in their church. - Marranos - Jews who became Christians instead of fleeing.	Responses will vary.

Activity 5 (Continued)

Teacher Activities	Student Activities
- pogrom - organized massacre of people belonging to a particular ethnic group. - rife - small shrill-toned musical instrument, resembling the flute. - Sabbath - day of religious worship, Sunday for most Christians, Saturday, for Jews and some groups of Christians. - scapegoat - person or group wrongfully blamed and punished for the mistakes and failures of others. - Semite - a Jew or Arab. - synagogue - Jewish place of worship. - welter - state of confusion; to tumble around; a violent tossing. After each filmstrip, go over review questions on p. 8, 9 and 10. Follow up activities - p. 11 - teachers handbook - #5 p. 13 - #1, #2 and #3	

Activity 6

Instructional
Objective: Students will be able to list the requirements needed to become a citizen of the United States.

Materials: Handouts--Adult Civilian and Military Dependent Applicants Naturalization
Application for Naturalization
Application to File Petition for Naturalization
Federal Bureau of Investigation United States Department of Justice Applicant
Oath of Allegiance
Reference Books

Teacher Activities	Student Activities
Ask the students to pretend they have just arrived in this country and want to become naturalized citizens. Ask them if they think there are certain requirements a person should have in order to become U.S. citizens? Ask them to work alone or in pairs to find out what is required, the length of the waiting period, the cost, and any other important information. Discuss where this information might be found: reference books under Citizenship, Naturalization, Immigration, etc. Review information.	Using reference materials, the students will seek their information. They should record what they find in their notebooks. Students should include such information as: - Must have documentary proof of legal admission to the United States. - Must be at least 18 years old. - Must have resided in the United States for five years and must have resided in the state for six months. - Must provide two witnesses who are citizens. - Must take exam to be sure he or she has knowledge of English language and of organization of the United States government.
Lead a class discussion to develop a definition of citizenship that all the students agree on. Write it on the board. Give out a copy of "The Oath of Allegiance" and read it. The children will probably have difficulty understanding it. Divide the class into groups and give them certain sentences of the oath to rewrite, using words they understand. Then, re-read the oath and discuss.	

Activity 6

Teacher Activities	Student Activities
Ask the students -- Would all natural born citizens be willing to take such an oath?	Answers will vary.
Distribute handouts listed above and have the students examine their content.	
Is there anything in these materials that they do not understand?	If there is, have other students speculate on why it would be important.
Role playing. In small groups, have students pretend to be aliens wanting to become a U.S. citizen. Have other students be the Clerk of Courts. They should have acquired the necessary information to be able to ask and give the proper information.	

BEST COPY AVAILABLE

UNITED STATES DEPARTMENT OF JUSTICE
Immigration and Naturalization Service
1430 W. Peachtree St., N.W.
Atlanta, Georgia 30309

TO: ADULT CIVILIAN AND MILITARY DEPENDENT APPLICANTS FOR NATURALIZATION

Enclosed are necessary application forms for the purpose of filing a petition for naturalization. Please read the following before completing your application.

1. After reading instructions on Form N-400, fill in all applicable spaces thereon. Use your present address and indicate clearly at Item 2(a), page 1, exactly how long you have resided there. If you are the spouse of a U. S. Serviceman who is being transferred abroad and you are authorized to go with or join him in the near future, you should also submit Department of Defense Form DD-1278 with your papers. If you are not going abroad, you must have resided in the state in which you file your petition for at least the immediate preceding six months.

2. Complete Biographic Information Sheet, Form G-325, with full information.

3. Have your photographs taken by a local photographer or studio and show the photographer the instructions on your application as to the kind of pictures to be taken. Only photographs as outlined therein will be accepted. Machine-made (wherein you take your own photographs) and Polaroid photographs are unacceptable.

4. Complete all information on fingerprint chart relating to you, and have fingerprints taken by your base or local police station, or sheriff's office.

5. Upon completion of the above items, forward all forms, fingerprint chart, and your photographs to this office.

After your papers have been received in this office, they will be processed and you will thereafter be notified of the date, time, and place you are to appear with your two (2) U. S. citizen witnesses for an interview at which time you will take an oral examination in U. S. History, the Constitution, and the fundamentals and principles of government. A test will also be given to determine your ability to read, write, and speak English. There will be a $25.00 filing fee to be paid to the Court then.

INSTRUCTIONS: USE TYPEWRITER. BE SURE ALL COPIES ARE LEGIBLE. Failure to answer fully all questions delays action.

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Do Not Remove Carbons. If typewriter is not available, print heavily in block letters with ball-point pen. ★ U.S. GOVERNMENT PRINTING OFFICE: 1976—205 337

FORM G-325A (REV. 10-1-74) Y

APPLICATION FOR NATURALIZATION

UNITED STATES DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

Form Approved
OMB No. 43-R436

BIOGRAPHIC INFORMATION

(Family name) (First name) (Middle name)	☐ MALE ☐ FEMALE	BIRTHDATE (Mo.-Day-Yr.)	NATIONALITY	ALIEN REGISTRATION NO. (If any)
ALL OTHER NAMES USED (Including names by previous marriages)		CITY AND COUNTRY OF BIRTH		SOCIAL SECURITY NO. (If any)

	FAMILY NAME	FIRST NAME	DATE, CITY AND COUNTRY OF BIRTH (If known)	CITY AND COUNTRY OF RESIDENCE
FATHER				
MOTHER (Maiden name)				

HUSBAND (If none, so state) OR WIFE	FAMILY NAME (For wife, give maiden name)	FIRST NAME	BIRTHDATE	CITY & COUNTRY OF BIRTH	DATE OF MARRIAGE	PLACE OF MARRIAGE

FORMER HUSBANDS OR WIVES (If none, so state)

FAMILY NAME (For wife, give maiden name)	FIRST NAME	BIRTHDATE	DATE AND PLACE OF MARRIAGE	DATE AND PLACE OF TERMINATION OF MARRIAGE

APPLICANT'S RESIDENCE LAST FIVE YEARS. LIST PRESENT ADDRESS FIRST.

STREET AND NUMBER	CITY	PROVINCE OR STATE	COUNTRY	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR
						PRESENT TIME	

APPLICANT'S LAST ADDRESS OUTSIDE THE UNITED STATES OF MORE THAN ONE YEAR.

STREET AND NUMBER	CITY	PROVINCE OR STATE	COUNTRY	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR

APPLICANT'S EMPLOYMENT LAST FIVE YEARS. (IF NONE, SO STATE.) LIST PRESENT EMPLOYMENT FIRST.

FULL NAME AND ADDRESS OF EMPLOYER	OCCUPATION (Specify)	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR
				PRESENT TIME	
Show below last occupation abroad if not shown above. (Include all information requested above.)					

THIS FORM IS SUBMITTED IN CONNECTION WITH APPLICATION FOR:
☐ NATURALIZATION ☐ ADJUSTMENT OF STATUS
☐ OTHER (SPECIFY)

SIGNATURE OF APPLICANT OR PETITIONER — DATE

Are all copies legible? ☐ **Yes**

IF YOUR NATIVE ALPHABET IS IN OTHER THAN ROMAN LETTERS, WRITE YOUR NAME IN YOUR NATIVE ALPHABET IN THIS SPACE:

PENALTIES: SEVERE PENALTIES ARE PROVIDED BY LAW FOR KNOWINGLY AND WILLFULLY FALSIFYING OR CONCEALING A MATERIAL FACT.

APPLICANT:

BE SURE TO PUT YOUR NAME AND ALIEN REGISTRATION NUMBER IN THE BOX OUTLINED BY HEAVY BORDER BELOW.

COMPLETE THIS BOX (Family name)	(Given name)	(Middle name)	(Alien registration number)

(OTHER AGENCY USE)

INS USE (Office of Origin)
OFFICE CODE:
TYPE OF CASE:
DATE:

119

FORM G-325A

(1) Ident.

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

APPLICATION TO FILE PETITION FOR NATURALIZATION

INSTRUCTIONS TO THE APPLICANT

(Tear off this instruction sheet before filling out this form)

BEST COPY AVAILABLE

You must be at least 18 years old to file a petition for naturalization. Using ink or a typewriter, answer every question in the application form, whether you are male or female. If you need more space for an answer, write "Continued" in your answer, then finish your answer on a sheet of paper this size, giving the number of the question.

YOU WILL BE EXAMINED UNDER OATH ON THE ANSWERS IN THIS APPLICATION WHEN YOU APPEAR FOR YOUR NATURALIZATION EXAMINATION.

If you wish to be called for examination at the same time as a relative who is applying for naturalization is called, attach a separate sheet so stating, and show the name and the Alien Registration Number of that relative.

1. **YOU MUST SEND WITH THIS APPLICATION THE FOLLOWING ITEMS (1), (2), (3) AND (4):**

(1) Photographs of your Face:

a. Three identical unglazed copies, size 2 x 2 inches only.
b. Taken within the last 30 days.
c. Distance from top of head to point of chin to be 1¼ inches.
d. On thin paper, with light background, showing front view without hat.
e. In natural color or black and white, and not machine-made.
f. Unsigned (but write Alien Registration Number lightly in pencil in center of reverse side).

(2) Fingerprint Chart—Complete the personal data items such as name, aliases, weight, date of birth, etc. Write in your Alien Registration Number in the space marked "Miscellaneous No. MNO" or "Your No. OCA" and take the chart with these instructions to any police station, sheriff's office, or office of the Immigration and Naturalization Service for fingerprinting. You must then sign the chart in the presence of the officer taking the fingerprints and have him sign his name and title and fill in the date in the spaces provided. DO NOT BEND, FOLD OR CREASE THE FINGERPRINT CHART.

(3) Biographic Information.—Complete every item in the Biographic Information form furnished you with this application and sign your name on the line provided. If you have ever served in the Armed Forces of the United States, obtain and complete also an extra yellow sheet of the form, bearing the number G-325B.

(4) U.S. Military Service.—If your application is based on your military service, obtain and complete Form N-426, "Request for Certification of Military or Naval Service."

2. **FEE.**—DO NOT SEND any fee with this application unless you are also applying for a certificate of citizenship for a child (see Instruction 7).

3. **ALIEN REGISTRATION RECEIPT CARD.**—DO NOT SEND your Alien Registration Receipt Card with this application.

4. **DATE OF ARRIVAL.**—If the date of your arrival in the United States was before June 30, 1906, you should submit with this application any documents you may have to show that you have been living in the United States since before that date, such as family Bible entries, deeds, leases, wills, life insurance policies, bankbooks, employment records, receipts, school and church records.

5. **EXAMINATION ON GOVERNMENT AND LITERACY.**—Every person applying for naturalization must show that he or she has a knowledge and understanding of the history, principles, and form of government of the United States. THERE IS NO EXEMPTION FROM THIS REQUIREMENT, and you will therefore be examined on these subjects when you appear before the examiner with your witnesses.

You will also be examined on your ability to read, write, and speak simple English. An exemption from this part of the examination is allowed only for persons who are physically unable to meet these requirements, and for persons who had lived in the United States for as much as 20 years before December 24, 1952, and had already reached 50 years of age by that date. If you qualify for the exemption, you may take the examination in any language you wish.

6. **OATH OF ALLEGIANCE.**—You will be required to take the following oath of allegiance to the United States in order to become a citizen:

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

Form approved
OMB No. 43 R0079

APPLICATION TO FILE PETITION FOR NATURALIZATION

Mail or take to:
IMMIGRATION AND NATURALIZATION SERVICE

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(See INSTRUCTIONS. BE SURE YOU UNDERSTAND EACH QUESTION BEFORE YOU ANSWER IT.)

FEE STAMP

ALIEN REGISTRATION
(Show the exact spelling of your name as it appears on your alien registration receipt card, and the number of your card. If you did not register, so state.)
Name .....
No. .....

Date: .....

My name is: .....
(Print or type here your present full name only)

I live at: .....
(Print or type present apartment number, street address, and if appropriate "in care of")

..... (City) ..... (County) ..... (State) (ZIP Code)

Other names I have used are: .....
(Print or type here any other name you have ever used, including maiden name)

My present occupation is ..... Sex: ☐ Male ☐ Female

(1a) Was your father or mother ever a United States citizen? (If "Yes" explain fully separately) ☐ Yes ☐ No
(1b) Can you read and write English? ☐ Yes ☐ No
(1c) Can you speak English? ☐ Yes ☐ No
(1d) Can you sign your name in English? ☐ Yes ☐ No

(2) In what places in the United States have you lived during the last 5 years? List present address FIRST.

FROM–	TO–	STREET ADDRESS	CITY AND STATE
(a) ....., 19	PRESENT TIME		
(b) ....., 19	....., 19		
(c) ....., 19	....., 19		
(d) ....., 19	....., 19		

(3) What were the names, addresses, and occupations (or types of business) of your employers during the last 5 years? (If none, write "None.") List present employment FIRST.

FROM–	TO–	EMPLOYER'S NAME	ADDRESS	OCCUPATION OR TYPE OF BUSINESS
(a) ....., 19	PRESENT TIME			
(b) ....., 19	....., 19			
(c) ....., 19	....., 19			
(d) ....., 19	....., 19			

(4) Have you been out of the United States since you first arrived? ☐ Yes ☐ No
If "Yes" fill in the following information for every absence of *less than 6 months*, no matter how short it was.

DATE DEPARTED	DATE RETURNED	NAME OF SHIP, OR OF AIRLINE, RAILROAD COMPANY, BUS COMPANY, OR OTHER MEANS USED TO RETURN TO THE UNITED STATES	PLACE OR PORT OF ENTRY THROUGH WHICH YOU RETURNED TO THE UNITED STATES

(5) How many times have you been married? ..... How many times has your husband or wife been married? ..... If either of you has been married more than once, fill in the following information for each previous marriage.

DATE MARRIED	DATE MARRIAGE ENDED	NAME OF PERSON TO WHOM MARRIED	SEX	(Check one) PERSON MARRIED WAS CITIZEN ☐ ALIEN ☐	HOW MARRIAGE ENDED
(a)				☐ ☐	
(b)				☐ ☐	
(c)				☐ ☐	
(d)				☐ ☐	

(6) The law provides that you may not be regarded as qualified for naturalization under certain conditions, if you knowingly committed certain offenses or crimes, even though you may not have been arrested therefor. Have you ever, in or outside the United States:

(*a*) knowingly committed any crime for which you have not been arrested? ☐ Yes ☐ No

(*b*) been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance, including traffic regulations? ☐ Yes ☐ No

If you answer "Yes" to (*a*) or (*b*), give the following information as to each incident.

	When	Where (City) (State) (Country)	Nature of Offense	Outcome of Case, If Any
(*a*)				
(*b*)				
(*c*)				
(*d*)				
(*e*)				

(7) List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society or similar group in the United States or in any other country or place, and your foreign military service. (If none, write "None.")

(*a*) , 19 to 19

(*b*) , 19 to 19

(*c*) , 19 to 19

(*d*) , 19 to 19

(*e*) , 19 to 19

(*f*) , 19 to 19

(*g*) , 19 to 19

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(8) (*a*) Are you now, or have you ever, in the United States or in any other place, been a member of, or in any other way connected or associated with the Communist Party? (If "Yes", attach full explanation) ☐ Yes ☐ No

(*b*) Have you ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person? (If "Yes", attach full explanation) ☐ Yes ☐ No

(*c*) Do you now or have you ever advocated, taught, believed in, or knowingly supported or furthered the interests of Communism? (If "Yes", attach full explanation) ☐ Yes ☐ No

(9) Have you borne any hereditary title or have you been of any order of nobility in any foreign state? ☐ Yes ☐ No

(10) Have you ever been a patient in an institution or been treated anywhere else for a mental or nervous illness or disorder? ☐ Yes ☐ No

(11) Are deportation proceedings pending against you, or have you ever been deported or ordered deported, or have you ever applied for suspension of deportation or for preexamination? ☐ Yes ☐ No

(12) (*a*) My last Federal income tax return was filed (year) Do you owe any Federal taxes? ☐ Yes ☐ No

(*b*) Since becoming a resident of the United States, have you: (If "Yes", attach full explanation)

—filed an income tax return as a nonresident? ☐ Yes ☐ No

—failed to file an income tax return because you regarded yourself as a nonresident? ☐ Yes ☐ No

(13) Have you ever claimed in writing, or in any other way, to be a United States citizen? ☐ Yes ☐ No

(14) (*a*) Have you ever deserted from the military, air, or naval forces of the United States? ☐ Yes ☐ No

(*b*) If male, have you ever left the United States to avoid being drafted into the Armed Forces of the United States? ☐ Yes ☐ No

(15) The law provides that you may not be regarded as qualified for naturalization if, at *any* time during the period for which you are required to prove good moral character, you believed in polygamy or have been a polygamist; received income mostly from illegal gambling; committed adultery; have been a prostitute or procured anyone for prostitution; or have knowingly for gain encouraged or helped an alien to enter the United States illegally; or have been an illicit trafficker in drugs or marijuana; or have been a habitual drunkard. Have you ever, *anywhere*, been such a person or committed any of these acts? (If "Yes", attach full explanation) ☐ Yes ☐ No

(16) Do you believe in the U.S. Constitution and form of government of the United States? ☐ Yes ☐ No

(17) Are you willing to take the full oath of allegiance to the United States? (See Instructions) ☐ Yes ☐ No

(18) If the law requires it, are you willing:

(*a*) to bear arms on behalf of the United States? (If "No", attach full explanation) ☐ Yes ☐ No

(*b*) to perform noncombatant services in the Armed Forces of the United States? (If "No", attach full explanation) ☐ Yes ☐ No

(*c*) to perform work of national importance under civilian direction? (If "No", attach full explanation) ☐ Yes ☐ No

(19) (*a*) If male, did you ever register under United States Selective Service laws or draft laws? ☐ Yes ☐ No

If "Yes" give date ; Selective Service No. ; Local Board No. ; Present classification

(*b*) Were you ever exempted from service because of conscientious objections, alienage, or other reasons? ☐ Yes ☐ No

If "Yes," state reasons

(20) If serving or ever served in the Armed Forces of the United States, give branch ;

from , 19 to , 19 , and from , 19 to , 19

☐ inducted or ☐ enlisted at ; Service No. ;

type of discharge (Honorable, Dishonorable, etc.) ; ; rank at discharge ;

reason for discharge (alienage, conscientious objector, other)

☐ Reserve or ☐ National Guard from , 19 to

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STATEMENT OF FACTS FOR PREPARATION OF PETITION

ALIEN REGISTRATION
Name .....
No. .....

SECTION OF LAW .....

(1) My full, true, and correct name is ..... (Full, true name, without abbreviations)

(2) My present place of residence is ..... (Number and street) (City or town) (County) (State) (ZIP Code)

(3) I was born on ..... (Month) (Day) (Year) in ..... (City or town) (County, district, province, or State) (Country)

(4) I am ..... (Single; married; divorced; widowed) and have ..... living children. The first name of my husband or wife is (was) .....;

we were married on ..... (Month) (Day) (Year) at ..... (City or town) (State or country); he or she was born

at ..... (City or town) (County, district, province, or State) (Country) on ..... (Month) (Day) (Year);

entered the United States at ..... (City or town) (State) on ..... (Month) (Day) (Year) for permanent residence in

the United States and now resides ☐ with me ☐ apart from me at ..... (Show full address if not living with you); and was naturalized

on ..... (Month) (Day) (Year) at ..... (City or town) (State) Certificate No. .....

or became a citizen by ..... ; his or her Alien Registration No. is .....

(5) I was lawfully admitted to the United States for permanent residence on ..... (Month) (Day) (Year); under the name

of ..... at ..... (City) (State) on the ..... (Name of vessel or other means of conveyance)

(6) I have resided continuously in the United States of America since ..... and continuously in the

State of ..... where I now live since ..... and during the past

5 years I have been physically present in the United States for an aggregate period of ..... months.

(7) I (have, have not) previously filed petition for naturalization No. ..... on ..... (Month) (Day) (Year)

at ..... (City) (State) in the .....

(8) I wish the naturalization court to change my name to ..... (Give full name desired or state "None")

(9) Since such lawful admission, I have not been absent from the United States (*for a period or periods of 6 months or longer*) except as follows (if none, state "None"):

DEPARTED FROM THE UNITED STATES			RETURNED TO THE UNITED STATES		
Port	Date (Month, day, year)	Vessel or Other Means of Conveyance	Port	Date (Month, day, year)	Vessel or Other Means of Conveyance

(10) I have ..... (No.) children: (Complete columns (a) to (h) as to each child. If child lives with you, state "with me" in column (h), otherwise give city and State of child's residence.)

(a) Given Names	(b) Sex	(c) Place Born (Country)	(d) Date Born	(e) Date of Entry	(f) Port of Entry	(g) Alien Registration No.	(h) Now Living At

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(11) Do you intend to reside permanently in the United States? ☐ Yes ☐ No If "No," explain:

(12) My last place of foreign residence was (City) (Country) .....

(13) My father's full name is .....

(14) My mother's maiden name was .....

(15) I came to the United States from the port of (City) (Country) .....

(16) The person in the United States to whom I was coming was

(17) The place in United States to which I was going was

(18) The names of some of the passengers or other persons I traveled with, including members of my own family, and their relationship to me, if any, were .....

READ INSTRUCTION NO. 7 BEFORE ANSWERING QUESTION (19)

(19) I ..... (Do) (Do Not) want certificates of citizenship for only those of my children under age 16 years named below. (Enclose $10 for each child only if you want certificates, otherwise, send no money with this application.)

.....

(Write names of children under age 16 years for whom you want certificates)

If present spouse is not the parent of the children named above, give parent's name, date and place of naturalization, and number of marriages .....

Signature of person preparing form, if other than applicant.	SIGNATURE OF APPLICANT
I declare that this document was prepared by me at the request of applicant and is based on all information of which I have any knowledge. SIGNATURE	ADDRESS AT WHICH APPLICANT RECEIVES MAIL
ADDRESS: / DATE:	APPLICANT'S TELEPHONE NUMBER

TO APPLICANT: DO NOT FILL IN; BLANKS BELOW THIS LINE.

NOTE CAREFULLY.—This application must be sworn to before an officer of the Immigration and Naturalization Service at the time you appear before such officer for examination on this application.

AFFIDAVIT

I do swear that I know the contents of this application comprising pages 1 to 4, inclusive, and the supplemental forms thereto, No(s). ....., subscribed to by me; that the same are true to the best of my knowledge and belief; that corrections numbered ( ) to ( ) were made by me or at my request; and that this application was signed by me with my full, true, and correct name, SO HELP ME GOD.

.....

(Complete and true signature of applicant)

Subscribed and sworn to before me by applicant at the preliminary investigation ( ) at .....

this ..... day of ..... 19 .....

I certify that before verification the above applicant stated in my presence that he had (heard) read the foregoing application, corrections therein and supplemental form(s) and understood the contents thereof.

.....

(Naturalization examiner)

.....

(For demonstration of applicant's ability to write)

(1st witness) ..... Occupation .....

residing at .....

(Street address, city or town, and State)

(2d witness) ..... Occupation .....

residing at .....

(Street address, city or town, and State)

U.S. ..... State ..... Physical presence ..... mos. .....

(Naturalization examiner)

ARRIVAL RECORD FOUND	ARRIVAL RECORDS EXAMINED
Place	Card index .....
Name	Index books .....
..... Age	Manifests .....
Date ..... Marital status	.....
Manner	(Signature of person making search)

Nonfiled .....

(Dates, reasons, and examiner's initials)

THE OATH OF ALLEGIANCE

Every alien applying for American citizenship must, as the final step, take the following oath of allegiance to the United States:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; or that I will perform noncombatant service in the armed forces of the United States when required by the law; or that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

ACTIVITY SET EVALUATION

Let children decide on either number 1 or 2.

1. You are an immigrant to the U.S. Each child is going to be an immigrant. You must tell what country you immigrated from, why, what problems you faced, and what you must do to become a U.S. citizen. This information can be given in written form, in interview form, taped, or in a series of drawings.

2. Choose a country that you think you would like to live in other than the U.S. Do you think you could pack your things, move there and get a job without any problems? Would you have to become a citizen of that country? Could you vote? Would you have to pay taxes? Could you be elected to a government office? Look up information on your country and see if you can find out what this country requires of immigrants.

THE USE OF NATURAL RESOURCES IN THE HOME

Grade 3

Lola McAdoo
Ceasar Cone Elementary School
Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

Our existence now and future survival depend upon our conservation of natural resources. Students today should know the importance of their physical environment in determining their choice of shelter and life-style.

Activity 1 in this activity set may duplicate some learning activities which occurred earlier in the school year. Hence, Activity 1 may be treated as a review for some students or it may be eliminated if the students have already mastered the information.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
"Housing." Man: A Cross Cultural Approach. New York: Educational Design, Inc. (Cost = $34.50).	2
Photo Aids	
Everyday Conservation: Energy and Resources. Duluth, Minn: Instructor Publications, Inc., (Cost = $5.95).	1
Simulations	
"Climate and Land." Where People Live Concept Pack. Unit 1. Springfield, Mass.: Milton Bradley Company, (Cost = $5.95).	1
"Shelter and Food." Where People Live Concept Pack. Unit 2. Sprinfield, Mass.: Milton Bradley Company, (Cost = $5.95).	1
NEWSPAPER ARTICLES:	
"Building Your Own House and Save." Weekly Reader News Hunt, Edition 2, Vol. 48, Issue 23, March 28, 1979.	10
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Use of Natural Resources in the Home -- Coloring Book	35
For the Teacher As Background Information	
PAMPHLET:	
Whipple, Gertrude. "How To Introduce Maps and Globes: Grades One Through Six." How To Do It Series; No. 15. Washington, D.C.: National Council for the Social Studies.	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Conservation
Natural Resources
Energy
Natural Habitat
Supply and Demand

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know there is an urgent need for the conservation and wise use of natural resources.	4
Students will know that physical environment determines the lifestyle of people living in a certain region.	2,3,5
Students will know that the natural resources of an area are used in the construction of homes in a community.	2,3,5
Students will know that to be a good global citizen, they must learn more about the similarities and the differences among people of the world.	3,4,5
2. Skills	
Students will be able to acquire needed information.	1,2,3,4,5
Students will think about information rationally, creatively, and independently.	2,3,4,5
Students will participate in implementing decisions.	4
Students will be able to work democratically with others in group planning.	1,2,4,5
3. Valuing	
Students will value the need for the conservation and wise use of natural resources.	3,4,5
Students will analyze values about similarities and differences among peoples of the world.	2,3,5

II. OBJECTIVES (Continued)

	Activity Number
4. Responsible Behavior	
Students will be able to identify the consequences of decisions.	1,2,3,4,5
Students will actively participate in responsible social action.	4
Students will accept the consequences of their own actions.	4
Students will evidence good citizenship in their homes and communities.	4

Activity 1

Instructional
Objective: After participating in this activity, students will be able to locate the four cardinal points of north, south, east and west on maps and globes.

Materials: World Globe
Maps of the United States

Teacher Activities	Student Activities
The purpose of this activity is to give the students practice in locating places on the world globe and on maps using the four cardinal points.	
Begin by asking students to locate on a wall map the directions of north, south, east and west.	
Ask students, If you were standing in a room and were facing south, in which direction would north be?	Students in the class should stand and face the wall of the classroom that is to the south. Since north is the opposite of south, students should point to the wall at their backs.
If you were facing north, in which direction would east be?	Students turn around and face the classroom wall to the north. East would be the wall to the right of the students.
If you were facing north, in which directions would west be?	Students remain standing and reply that west would be the wall to the left of them.
After repeating several other questions of this nature, start asking students to locate places on the world globe or wall map which are north of a certain place or south of another place, etc. For example: - If you were going west and your friend was traveling in the opposite direction, in what directions would your friend be traveling?	

Activity 1 (Continued)

Teacher Activities	Student Activities
- If you were in North Carolina and wanted to travel to New York City, in which direction would you be traveling? - If you were in Europe and wanted to travel back to the U.S., in which direction would your plane fly? - If you lived in Virginia and wanted to visit Hollywood, California, in which direction would you travel? - If you were Amy Carter living in Washington, D.C. and you decided to go visit you grandmother in the state where you were born, in which direction would you travel?	Students should be asked to go to the wall map to locate the places named in the question and should be asked to show the direction of travel.
Students may also be asked to make-up their own questions of this type for other students to answer.	
This activity could be expanded into a "contest" of two teams, where students are asked questions and if someone gives an incorrect response, he or she is automatically eliminated from competition. The team with the greatest number of students "still standing," or not eliminated, wins.	Students divide up into two groups. Questions regarding how one finds the directions of north, south, east and west are either originated by the students or teacher and are posed to each team member. Either the teacher or opposing team members can ask the questions during the game.

Activity 2

Instructional
Objective: As a result of viewing the filmstrip, "Housing," students will be able to identify many different kinds of houses around the world; and will be able to tell how they are constructed.

Materials: Filmstrip--"Housing" Parts I and II
Simulation--"Climate and Land"
Worksheets--Use of Natural Resources in the Home -- Coloring Book
Article--"Building Your Own House and Save"

Teacher Activities	Student Activities
Ask students, If you had a choice to build a house any place in the world, where would you build it? What factors should be considered in constructing this home?	Students answer the questions and thus make choices.
Show the filmstrip, "Housing" Part I.	Students view filmstrip.
Ask students to point out on the map or globe the location of different types of homes shown in the filmstrip.	Students will discuss the filmstrip and will locate on the map those houses depicted in the filmstrip.
Divide the class into groups. Ask each group to match the twelve cards from "Climate and Land" with regions shown on the filmstrip.	Students will divide up into groups and will use the twelve cards in "Climate and Land" as directed by the teacher.
Ask students to name and write natural resource materials that were evident in the filmstrip.	Students will share their list with others in the class.
Next, ask students to draw a style of home or make a model of one which they think is particularly interesting. The teacher should supply a list of homes, their location and the construction materials used in the home to help the students accomplish this task.	Students may work individually or in small groups to draw the home(s) of their choice. They may also further research the type of construction materials used in building these homes.
Distribute the Use of Natural Resources in Home -- Coloring Book. Tell the students to color in the pictures and read the captions.	Students will color pictures independently. This activity is designed expecially for the slower learner.

The Use of Natural Resources in Homes Coloring Book

Activity 2

Hamilton

CONTENTS

Nomadic Woven Tent - Central Asia

Tepee-American Plains Indian.....1

Grass Hut - Central Africa.....2

Andes Stone Hut - Bolivia.....3

Sod House - Ireland.....4

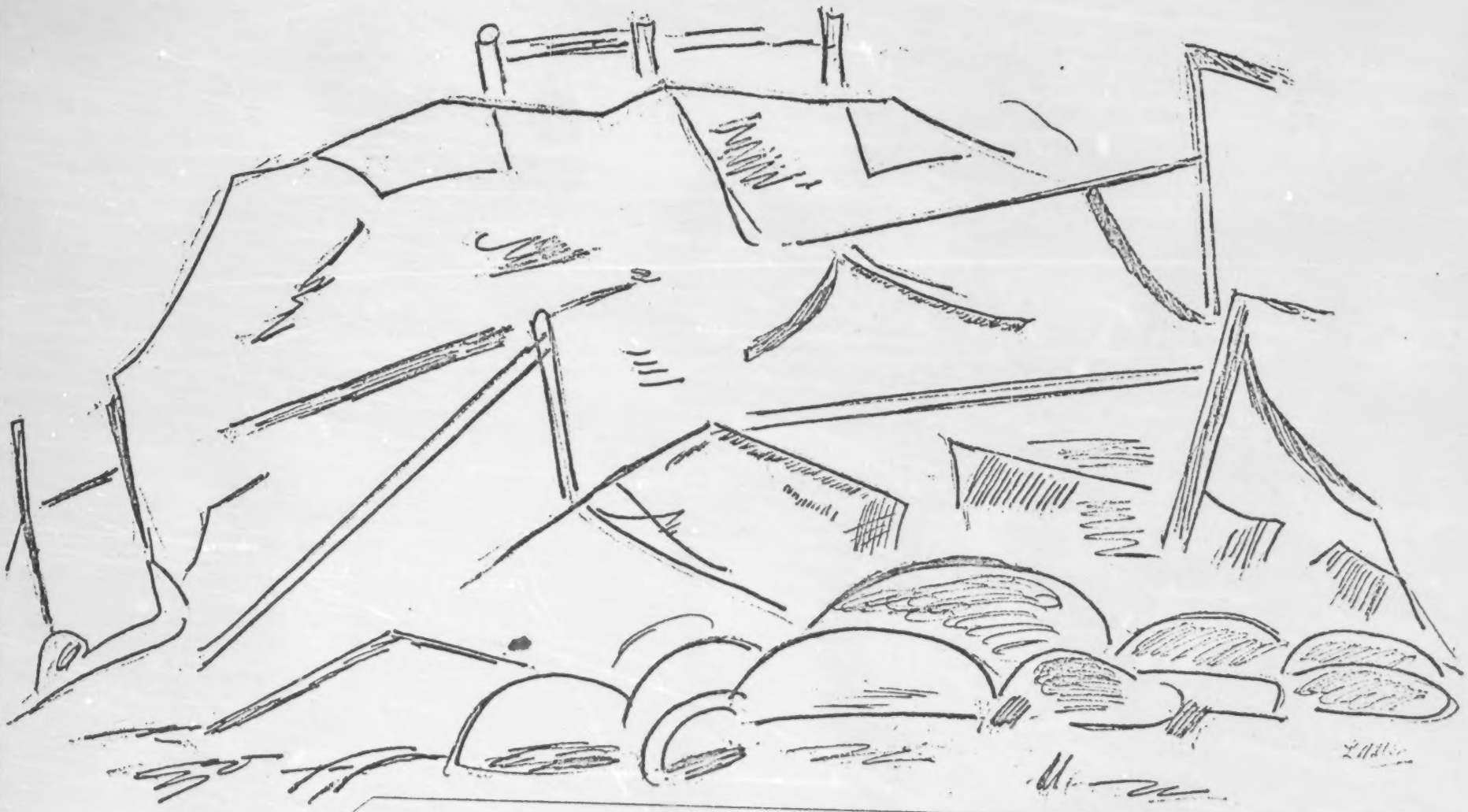
Himalaya Mud House - Nepal.....5

Igloo-Canadian Arctic.....6

Eskimo Skin Tent - Canadian Arctic.....7

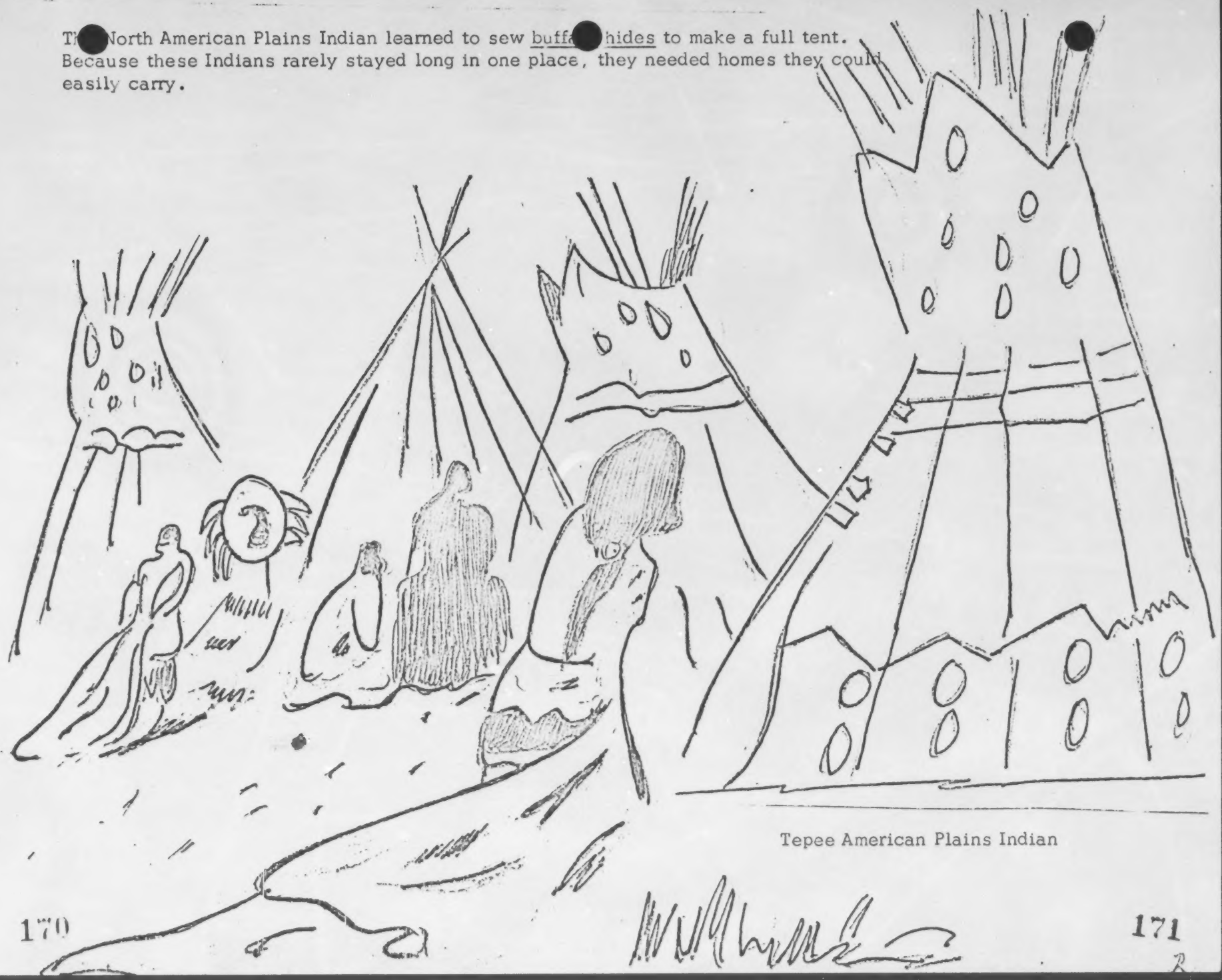
Note to teacher - Natural Resources used in each illustration is underlined

Nomadic Woven Tent
Central Asia



Primitive peoples had to use materials that were easy to find nearby. The simplest homes were made of the skins of animals. As men learned to weave cloth they were able to build larger tents.

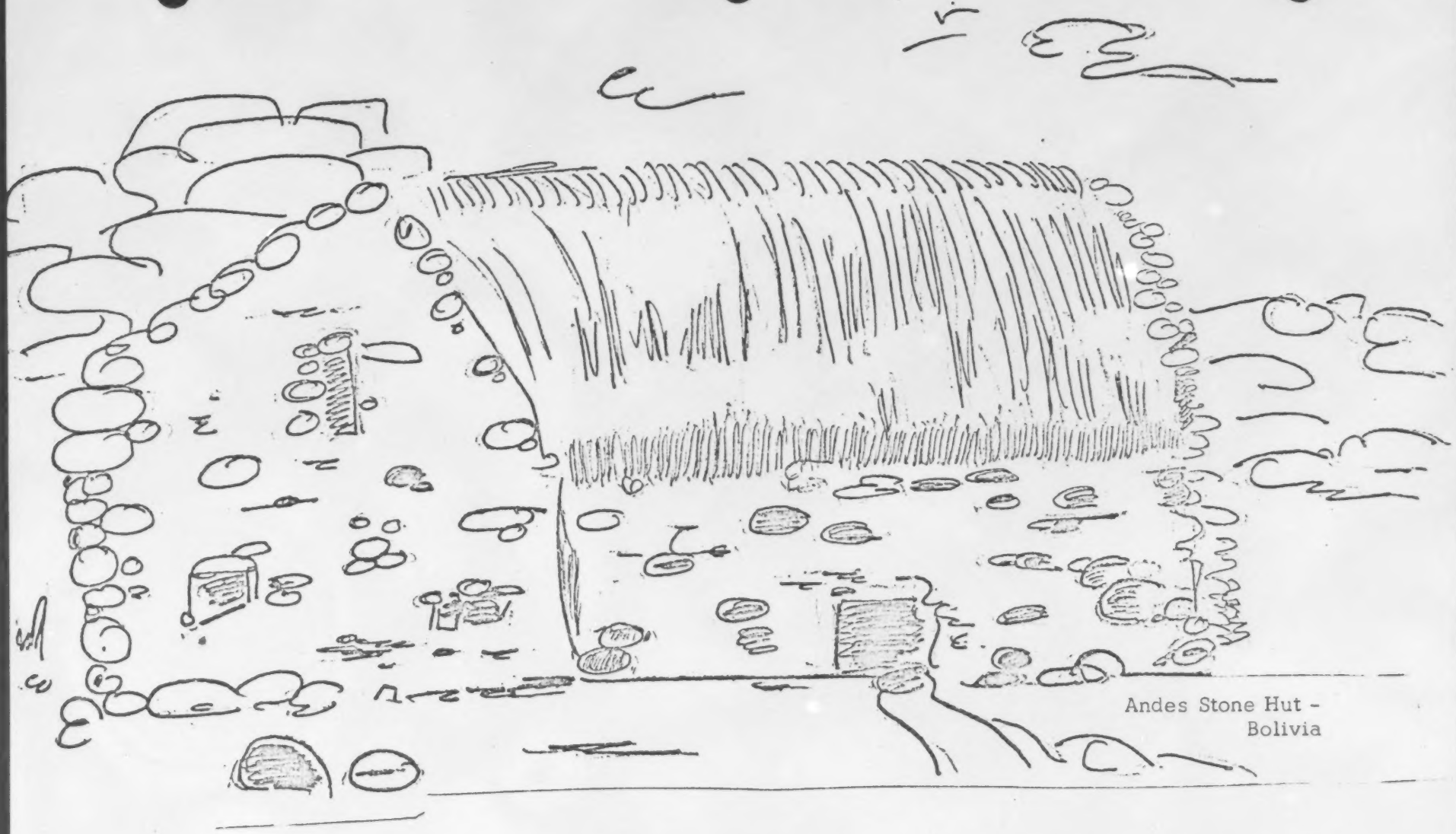
The North American Plains Indian learned to sew buffalo hides to make a full tent. Because these Indians rarely stayed long in one place, they needed homes they could easily carry.



Tepee American Plains Indian

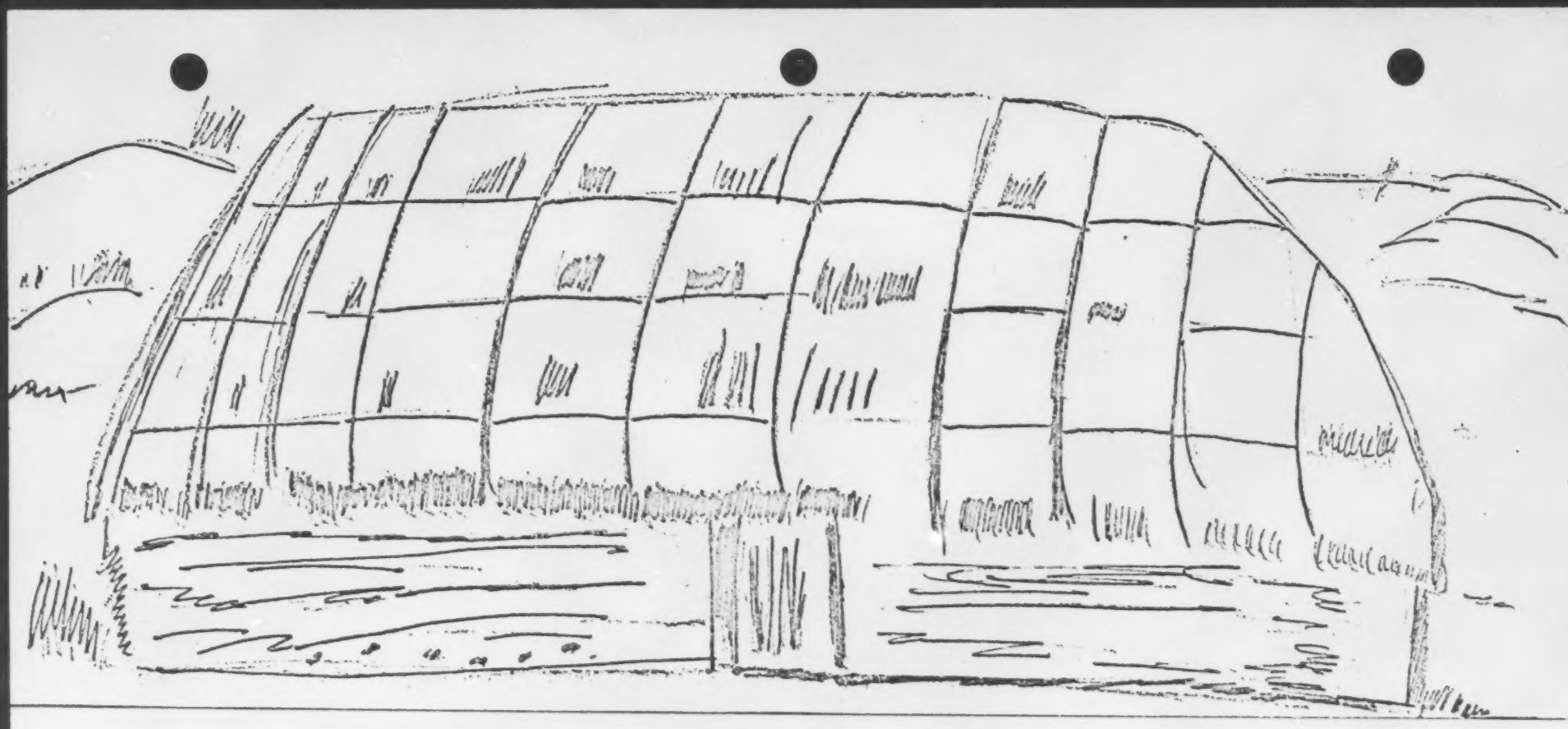
Grass Hut - Central Africa

In hot, wet Central Africa the people gather the long grass that grows abundantly about them. They pile the grass on a framework of sticks and poles. This home protects them from the rain and the hot sun. There is only one room in the hut, and the entire family lives together.



Andes Stone Hut -
Bolivia

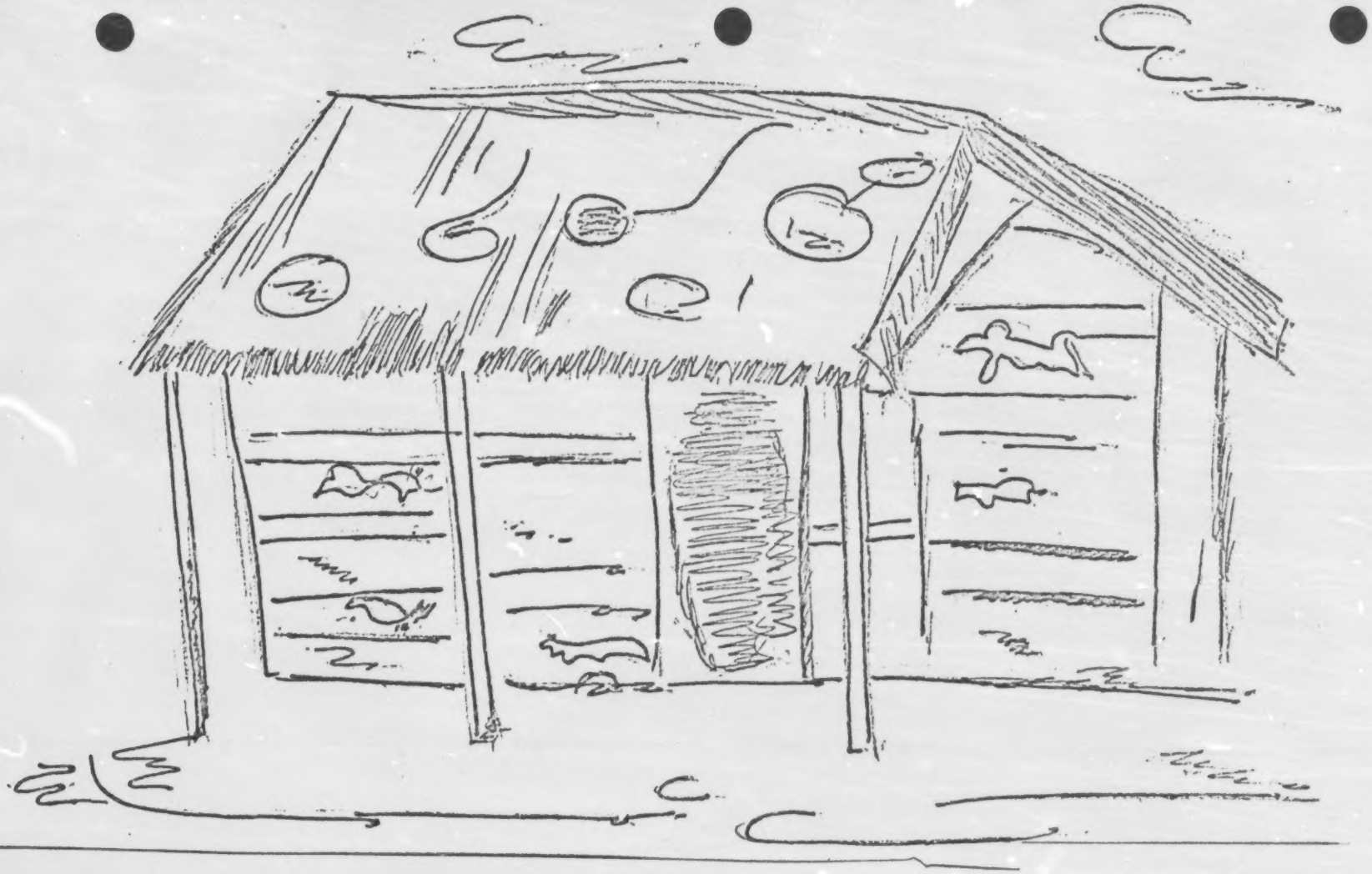
For many centuries Indians in the high Andes have used loose mountain stones to build their homes. This house is an ancient ruin, but Indians of the area still build dwellings very similar to it.



Sod House - Ireland

The fields supply the material used to build many homes in Ireland. Squares of sod are cut in the fields and then piled to make the walls. The roof is thatched and home-made ropes weighted with stones hold the straw in place.

Sod homes are very warm in winter and cool in summer.



Himalaya Mud House - Nepal

In Nepal, a little country high in the Himalaya mountains, the ground is bare and rocky. To construct these mud houses, people must collect soil.

The roof is waterproofed with straw. The valuable mud serves also to grow vegetables on the roof. Drawings of animals decorate the walls of the house.

The climate changes sharply in the Arctic. In the summer, the weather is very much like ours in the United States. In the winter, however, the thermometer drops many degrees below freezing. Not only does it become very cold, but also blizzards and fierce winds make it necessary to find strong, warm shelter.

The Eskimos cut blocks of frozen snow. They build a rounded igloo with these blocks

Igloo - Canadian Arctic

In the far North, the Eskimo must build two different kinds of homes. In the warm spring and summer, he lives in tents. He uses heavy deerskin, for deer are plentiful in the North and their hides are heavy and strong.

Eskimo Skin Tent - Canadian Arctic

WEEKLY READER
NEWS HUNT®
Edition 2 Vol. 48 Issue 23 March 28, 1979

Build Your Own House and Save

The price of houses is going up, up up. And the high costs are a problem for many families. They don't have enough money to buy homes.

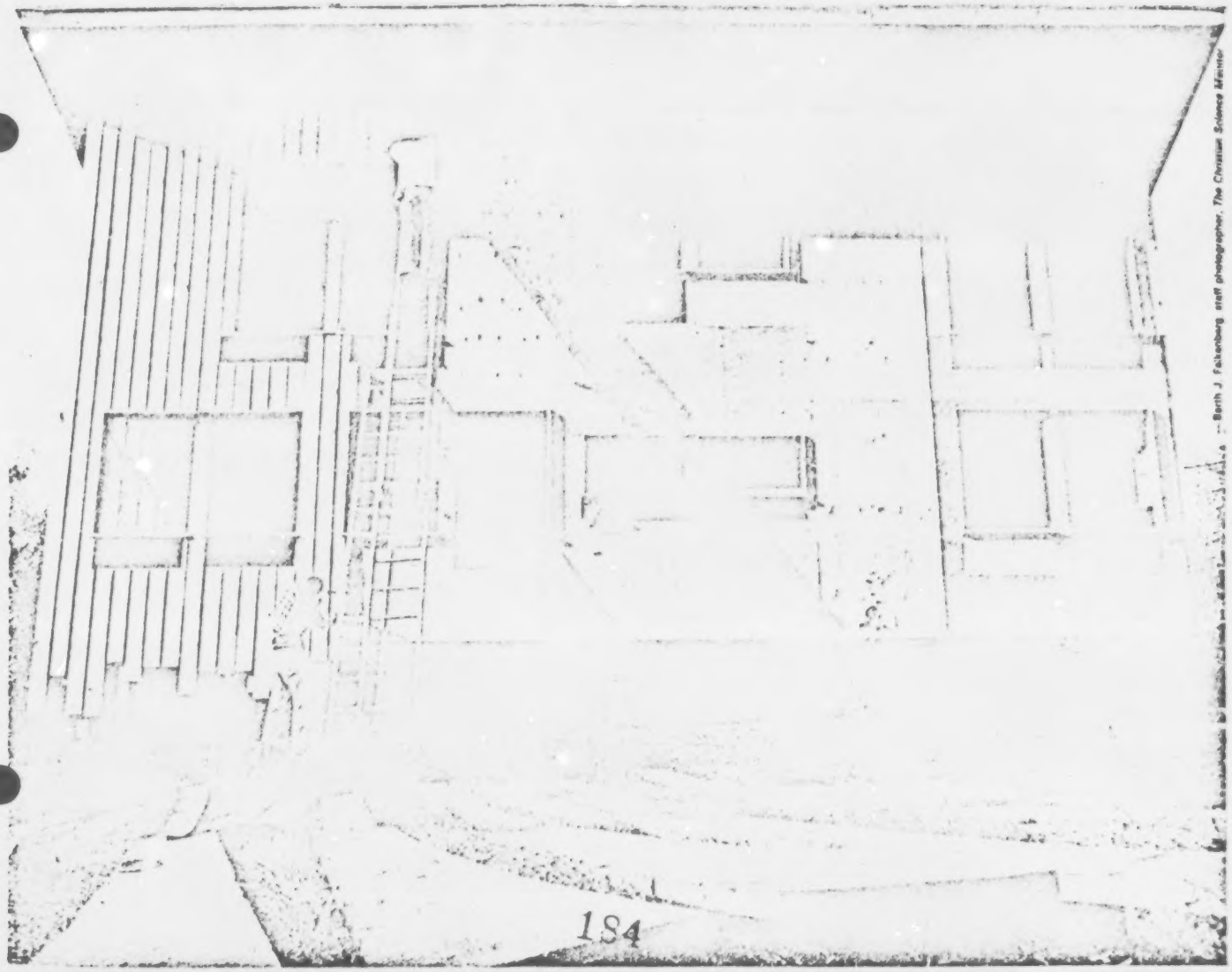
So a man in Maine is doing something about the problem. He runs a house-building school. The man teaches doctors, lawyers, storekeepers, and others how to build their own homes.

Students in the school learn how to buy good lumber and pipes. They learn the best energy-saving ways to heat homes. They learn how to use tools to make a good strong house.

The students listen, watch, study, and build for 15 weeks. Then they go back home and build their houses.

"We get homes that are cheaper than ones we can buy," the new builders say. "And we're proud of the jobs we do."

These two people learned how to build their home at a school in Maine.



Activity 3

Instructional Objective: As a result of this activity, students will be able to describe how the kind of terrain in a region deeply influences the livelihood and lifestyle of persons.

Materials: Simulation--"Climate and Land"

Special Directions to the Teacher:

The simulation game, "Climate and Land," should be played according to the directions given by the author.

Teacher Activities	Student Activities
Divide the class into small groups. Before beginning the game, "Climate and Land," explain the game rules to the students.	Students divide up into small groups and play the simulation game as directed by the teacher.

Activity 4

Instructional
Objective: After completing this activity, students will be able to describe ways in which they can conserve on energy in their home.

Materials: Photo Aids--Everyday Conservation of Energy and Resources
Other--Copies of electric bills from the student's home

Teacher Activities	Student Activities
This activity should begin by asking students to tell stories about the pictures included in the photo aid set, Everyday Conservation of Energy and Resources.	Students examine the pictures and tell stories about each.
Discussion of these photo aids should introduce the students to the topic of the current energy crisis and ways in which each one of us can help conserve energy.	
Ask the students, What is happening to the supply of energy in the world today?	The supply of energy is decreasing.
If the supply of a product decreases, what usually happens to the price of that product?	If the supply of a product decreases, the price of the product increases.
Has the price of energy increased or decreased in recent years?	The price of energy has increased in recent years.
Can you give examples of increases in energy prices over recent years?	Students explain that the price of heating oil, gasoline, and electricity have all increased in recent years.
Can you give examples of decreases in energy prices in recent years?	Probably no examples of decreases in energy prices will be cited.
How much does a gallon of gasoline cost today?	
How much did a gallon of gasoline cost a year ago?	

Activity 4 (Continued)

Teacher Activities	Student Activities
Let us examine our home electric bills, which you brought with you to class.	Students break up into small groups and examine their home electric bills.
How much does electricity cost in your home per month?	
How much does electricity cost in your home per day?	
What factors might determine the cost of the electric bill for your home?	Students might mention: - The size of the home or apartment. - The number of rooms in the dwelling. - If the home has electric heat or not. - The number of electrical appliances in the home.
What can you do to conserve on electrical energy in your home?	Several answers are possible. They might include: - Turn off lights, the radio, the t.v., etc. when you leave the room. - Not use the air conditioner so often in the summer. - Use electrical appliances that are energy efficient.
Students should develop a plan which lists five or more ways of conserving on electricity in their home. As a follow-up activity to this activity set, students should compare their monthly home electric bills, both before and after their plans were implemented.	

Activity 5

Instructional Objective: After playing the game, "Shelter and Food," students will be able to cite supporting evidence for the generalization that housing construction and food supply is greatly dependent on geographic location.

Materials: Simulation--"Shelter and Food"

Teacher Activities	Student Activities
Divide the class into small groups. Before beginning the game, "Shelter and Food," explain the game rules to the students.	Students divide up into small groups and play the simulation game as directed by the teacher.

ACTIVITY SET EVALUATION

1. There are many ways to show others that you know how to find the four directions on the compass. Use one of the ways listed below to show you know how:

   Demonstrate finding the directions of North, South, East and West in the classroom.

   Draw the four directions of North, South, East and West on a map.

   Use a map or globe and point-out the four directions of North, South, East and West on it.

2. Questions to answer: (one sentence statements or more, if need to.)

   A. What determines the style of homes in different regions?

   B. Name natural resources that were used in the construction of your home?

   C. List five ways you conserve energy in your home.

UNDERSTANDING DIFFERENCES IN OUR CULTURE

Grade 4

Carol T. O'Brien
Frazier Elementary School
Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

These activities are designed to supplement pages 42-46 of The People of North Carolina, which discusses the three major groups of people in North Carolina--Indians, Blacks, and Caucasians. The activities, however, do not necessarily have to be used as a part of this unit.

Students are often made aware of prejudices and discrimination between the black and white races in America. Since the purpose of this activity set is not to deal with this problem, it might be helpful to work with racial problems before beginning these activities.

Students may also want to attend a naturalization ceremony. This takes place three times a year in March, July, and October on the Friday after the third Monday at 2:00 p.m. The teacher should contact the Clerk of Courts a week or two in advance.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

	No. Per Act. Set
For the Student	
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
The Other Minorities. (Published by the New York Times) Culver City, Calif.: Social Studies School Service, (Cost = $20.00).	1
Our Multi-Ethnic Heritage. (Published by Educational Activities) Culver City, Calif.: Social Studies School Service (Cost = $79.00).	1
Maps	
World Map	1
United States Map	1
BOOKS:	
Scharzrock, Shirley, and Wrenn, Gilbert. Living With Differences. Circle Pines, Minn.: American Guidance Service, Inc., 1973, (Cost = $19.50 per classroom set).	35
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
My Family Roots	35
Understanding Minority Groups	35
For the Teacher As Background Information	
OTHER:	
Dinkmeyer, Don. Developing Understanding of Self and Others--Activity Card VIII-D. Circle Pines, Minn.: American Guidance Services, Inc., 1973, (Cost = .14).	1
Dinkmeyer, Don. Developing Understanding of Self and Others--The Dress, p. 236. Circle Pines, Minn.: American Guidance Services, Inc., 1973.	1

RESOURCE MATERIALS ALSO RECOMMENDED

For the Student

BOOKS:

Williams, Margery. The Velveteen Rabbit. New York: Avon Publishing Co..

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Discrimination/Prejudice/Equality
Human Dignity and Respect
Culture/Ethnic Minority
Community
Responsiblity
Interdependence

II. OBJECTIVES — Activity Number

1. Knowledge

Students will know that every individual has a responsibility to treat others with respect.	1,2,3
Students will know that minority groups have influence the way North Carolina and their local community are today.	4,5
Students will know that there are ways to make people who are members of a minority group feel comfortable as citizens of their community.	

2. Skills

Students should be able to gather information about minority groups in their community and about their own background.	3,4
Students will be able to analyze their own attitudes and feelings concerning people from different minorities and realize what they can do to make these people feel welcome.	3,4,5
Students will be able to pinpoint specific needs of certain minority groups.	3,5

3. Valuing

Students will begin to accept and appreciate varying cultures and nationalities of persons living near them.	3,4,5
Students will begin to appreciate America's multi-ethnic heritage and to recognize the role that various groups have played in our changing society.	3,4,5

II. OBJECTIVES (Continued)

	Activity Number
4. Responsible Behavior	
Students will evidence good citizenship in their attitudes and actions toward minority groups.	1,2,3,4,5
Students will respect minority rights in their state and community.	1,2,3,4,5

Activity 1

Instructional
Objective: After doing the role-playing activity, students will be able to discuss their own feelings about being treated unfairly.

Materials: Duso Activity Card VIII-D--"Not as Good as Me"

Teacher Activities	Student Activities
Use the role playing card as a guideline for this activity, adapting it to your own situation. An alternative situation which might be more effective would involve dividing the class into two groups. For one full day the members of one of the groups are treated as outcasts. The next day the other group receives the same treatment. By doing this, every child will participate in being a part of both groups and will experience the feeling of being treated unfairly.	Participate in the role playing. Begin to understand the feelings of a person who is left out.

Activity 2

Instructional
Objective: After participating in this activity, students will be able to discuss the concepts of human dignity and the importance of treating others with respect.

Materials: Story--"The Dress" (Duso Manual, p. 236)

Teacher Activities	Student Activities
Review the events of the previous activity.	Discuss feelings they experienced.
Present the story "The Dress" by reading it to the children.	Listen to story.
The manual suggests the following questions for discussion:	
Why do you think the kids teased Kim about her dress?	They probably think they're better than she is.
Are people who have a lot of clothes better than people with just a few?	Of course not. But I guess some people feel that way.
Suppose kids had teased Kim instead about the color of her skin or the church she goes to or about being overweight?	Just as hurt, I imagine.
Why is it important to treat everyone with dignity and respect? (Make sure students know what this is.) Have you ever been hurt by people who didn't seem to know any better? What can we do when people make cruel comments?	Students share ideas and personal experiences. Discuss the word dignity if necessary. Make sure they understand that it relates to the worth of the individual.

Poster

Before closing the discussion, present Poster VIII-D, "Everyone should be treated equally." Discuss the poster and how it relates to the story and to the children's own lives. The poster should be displayed in a prominent place throughout the week.

PROBLEM SITUATION: The Dress

This story about cruel teasing provides the basis for a discussion about human dignity and the importance of treating everyone with respect.

Read to children: **One morning Kim was crying and refused to come out of the room she shared with her sister and little brother.**

"What's the matter with Kim?" her mother asked.

"Oh, she's feeling sorry for herself," said Kathy. "Yesterday the kids in her class teased her because she always wears the same dress to school. Now she doesn't want to go back."

Discussion Suggestions:

- The discussion may be conducted by presenting the dialogue below with the Duso and Coho puppets. Or, the **underlined** questions and statements may be used to start the discussion without the puppets. Do not limit the discussion to the questions and responses supplied.

DUSO: **Why do you think the kids teased Kim about her dress?**

COHO: **They probably think they're better than she is.**

DUSO: **Are people who have a lot of clothes better than people with just a few?**

COHO: **Of course not. But I guess some people feel that way.**

DUSO: **Suppose the kids had teased Kim instead about the color of her skin, or the church she goes to, or about being overweight. How would she have felt then?**

COHO: **Just as hurt, I imagine.**

DUSO: (To the group) **Why is it important to treat everyone with dignity? Have your feelings ever been hurt by people who didn't seem to know any better? What can we do when people make cruel comments?**

Activity 3

Instructional
Objective: After reading several stories concerning the reactions Americans sometimes have to people from backgrounds different from their own, students should be able to:

1. discuss and list needs all people have
2. make a list of minorities they know

Materials: Book--Scharzrock and Wrenn. Living With Differences.

Special Directions
to the Teacher:
Students may find these stories difficult to read independently. Brighter students, however, may enjoy independent reading or even using more stories than the ones chosen here for this activity. Reading may be assigned one day and discussed in class the next day. This activity may last 2-3 days.

Teacher Activities	Student Activities
In the previous activities, we learned about being treated cruelly by others. How do you feel when you are treated unfairly?	Explore and remember feelings.
Today we want to look at several situations where someone was treated cruelly because of his nationality or customs.	
Read "Polack," in Living with Differences, p. 21.	
Do you think Grandfather was right when he said people have to have some person or thing to attack? Do we have to? What should we do about hurting others?	Discuss ideas presented. Talk about things we can do to prevent hurting others.
Students should also read other stories from Living With Differences, including, Vicki (p.27); Fathi Meets Ahmet (p.36); and Only the Important Ones (p.46).	

Activity 4

Instructional
Objective: After gathering information about their own background and ancestry, students will fill out a chart about their ancestry and be able to pinpoint on a map the area of their earliest "roots."

Materials: Worksheet--My Family Roots
Small flags made from pins to put into the map
World Map
United States Map

Special Directions
to the Teacher:
This activity will probably require 2 days to complete.

Teacher Activities	Student Activities
In the last activity, we talked about some groups we have in our community. Did you know that at one time or another, your ancestors (Make sure students know this word.) came to this country? In our lesson today, we want to find out as much as we can about our own families and the minority groups which may be in our own backgrounds.	
Hand out "My Family Roots" chart. Explain to the students how to fill in each with names, places they lived, and dates of birth.	Begin to fill out chart. Complete at home as necessary.
When charts are filled out, discuss with students the information they found. Have on a bulletin board the United States and World maps. Give each student a flag made from a pin with a small piece of paper at the top. Explain that they are going to make a map of their class "Roots."	Put their name and the name of the place of their earliest "Roots" on the paper at the top of the pin. Put the pin in the map at this place. (Places within the U.S. will probably want to use the U.S. map. Places outside the U.S. may use the world map.)

MY FAMILY ROOTS

Answer these questions about the "My Family Roots" chart.

1. What sources of information did you use to trace your roots on your mother's side of the family?

2. What sources of information did you use to trace your roots on your father's side of the family?

3. List the different places your family has lived in the past.

4. What is the place to which your family can be traced back the furthest? Find this place on a map.

5. List any minority groups you might find in your background.

Activity 5

Instructional
Objective: After chosing and researching a minority group, students will present to the class information they have bound about this group.

Materials: Filmstrip--Our Multi-Ethnic Heritage.
Worksheet--Understanding Minority Groups
Other--Reference Books
List of Resource peoples in you community who represent various ethnic groups. Some names are available from Project ACE.

Teacher Activities	Student Activities
Divide the class into 5 groups. Each group will select one of the minority groups listed in the kit, Our Multi-Ethnic Heritage. Each group will be responsible for gathering information concerning their minority group and presenting this information in an interesting way. Give each group a worksheet to complete and help them plan how to present their project.	Choose a group and begin to fill out the worksheet, telling which group they chose and how they plan to present information to the class. Begin work on the projects to bring into the class.

UNDERSTANDING MINORITY GROUPS

Understanding minority groups in our community is important to all citizens.

The minority group we are going to learn more about is _____.

In order to do this, we plan to: (Check the ones you choose)

_____1. Contact a resource person to come talk to our class. This person is _____.

_____2. Make a display about this group.

_____3. Do reports about this group.

_____4. Do a picture set to show characteristics of this group.

_____5. Other: _____.

Materials I will need:

Responsibilities of each member of our group:

ACTIVITY SET EVALUATION

1. A new boy has just moved across the street from you. He has thick jet black hair, and his facial features appear strange to you. As you listen and watch, you notice that the furniture being moved into the house looks much different from yours, and the family seems to be talking in a strange language to each other. Just then, a group of your friends comes into your yard and starts talking to you and making fun of the strange family. What should you do?

2. Tell what problem each of these faced:

   Grandfather in "Polack" -
   Vicki -
   Fathi and Ahmet -
   The boys in "Only the Important Ones"

3. List at least 4 things you know about each of the following groups:

   -Chinese Americans

   -Irish Americans

   -Jewish Americans

   -Italian Americans

   -Scandanavian Americans

MAP SKILLS FOR NORTH CAROLINA CITIZENS

Grade 4

Ginger G. Parnell
Frazier Elementary School
Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

This activity set is devoted to teaching students the skill of reading and understanding the importance of their state and city maps. It will better prepare students so that they will become more knowledgeable citizens about places of interest across North Carolina and within their city.

In order for greater success with this activity set, it is recommended that the students have previous experience in using maps. They should have an understanding of basic map skills such as following directions, indentifying and using map symbols, and finding distances.

It is recommended, also, that the students have studied the three geographic regions of North Carolina and discussed various places of interest within each region. In this way, map reading becomes a tool for the study of geography, and it also helps to picture history.

In order to motivate the students, it is suggested that a bulletin board and learning center be prepared in advance. Students should be encouraged to bring in travel brochures, books, maps, and photographs of places they have visited in North Carolina. You may want students to write a business letter to the Raleigh Chamber of Commerce in order to acquire additional information to places in the learning center. A scrapbook can be compiled and displayed in the center also.

Each activity should follow the order as it is written. Map Skills for N.C. Citizens will take approximately fifteen forty-five minute class periods.

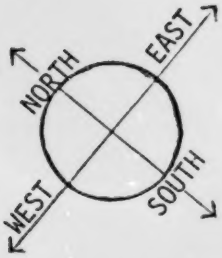
GOING ON VACATION

I'm glad you decided to travel along with me as I describe a family vacation I planned.

To start my trip, we take I-85 going north from Greensboro. This interstate gets me quickly to N.C. 54 on which we exit to get to my favorite university town Chapel Hill. Here we visit the University of North Carolina and the Morehead planetarium. The planetarium is where we see several interesting programs about the universe. We also go to the university shops to buy souvenirs. Leaving Chapel Hill we travel U.S. 15-501 to Durham. My grandparents live here, so we must stop to visit. Touring the city includes the tobacco factories, Duke University, and the Museum of Life and Science. We especially enjoy looking at models of the dinosaurs! Yes, we're off again and it's on to Raleigh. Raleigh is the capitol of our state and a favorite place for sightseeing. We visit the capitol and see the statue of the three presidents North Carolina give the nation--Andrew Jackson, James Polk, and Andrew Johnson. The North Carolina Museum of Art is interesting. Some paintings are by North Carolina artists.

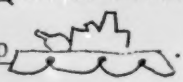
Off to the coast now by way of U.S. 64. This is a very long drive, but eventually U.S. 64-264 takes us to the beautiful Roanoke Island. We are entertained by one of North Carolina's outdoor dramas, "The Lost Colony." This drama re-creates the story of settlers who vanished from Roanoke Island nearly 400 years ago. U.S. 158 is a direct route to Kitty Hawk where we will see the monument which honors the Wright Brothers. Traveling down the coast by the way of U.S. 12, brings us to Cape Hatteras. The lighthouse at Cape Hatteras is 280 ft. high. We must climb 268 steps to its light and then we see many miles of the great Atlantic Ocean. We spend several days here enjoying the sun, surf, and sand, but like all vacations they must come to an end. We travel across

the Pamlico Sound on the ferry. This takes us to U.S. 70 and as we head home, we stop and visit several more places. First, it's Morehead City where we spend some time fishing. Also, we visit Fort Macon State Park on nearby Bogue Banks. Inland from Morehead is the city of New Bern, among the dozens of historical attractions, is Tryon Palace and gardens. U.S. 70 runs into I-85 just outside of Raleigh and from there I-85 brings us back home to Greensboro!



ON VACATION IN NORTH CAROLINA
FROM MANTEO TO CHEROKEE

(Sample mapping for teacher's use)

Before leaving Manteo, a visit to the "Lost Colony" would be of great interest. After seeing this outdoor drama, leave Manteo going south on 264 to 92 to Historic Bath . Return to 264 and continue south 17 on to Wilmington, where we will visit U.S.S. North Carolina Battleship  . Leave Wilmington going north 74 - 76 to 87 at Delco. Go as far as Elizabethtown. Take 701 east to White Lake. Return to 701 west and pick up 87 north on in to Fayetteville's Fort Bragg Military Reservation. Continue 401 west and at Raeford take 211 north to West End, then 73 southwest. Cross 220, then back to 73 to Town Creek Indian Reservation . Continue west 73 to Boger City; pick up 321 going north to 40 west. Off of 40, travel the Blue Ridge Parkway southwest to Cherokee Indian Reservation. Return to parkway and go north to Boone. Stop along the way at Mt. Mitchell State Park, Linville Caverns, Blowing Rock, and Tweetsie Railroad. Upon returning to Boone, be sure to see the outdoor drama "Horn in the West." From Boone pick up 421 east to 40 and go to Winston-Salem and visit Old Salem. Continue 40 east to 85 in Greensboro to Durham. In Durham take 70 to Raleigh and from Raleigh continue on until 64 - 264 to Wilson. Go 42 from Wilson; pick up 64 again and return to Manteo.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip	
"What is a Map?" Tarrytown, NY: Prentice Hall Media, (Cost = $8.50).	1
Transparencies	
"Illustration of Route Map"	1
"Map Co-ordinates"	1
"Scale of Miles"	1
"What Do These Symbols Tell You?"	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Guide for Mapping a Trip	35
Measuring Distances	35
Missing Bug	35
Using Map Co-ordinates To Locate Places	35
OTHERS:	
Crayons	140
Twine	1 roll
Laminated North Carolina Maps	15
Laminated City Maps	23
For the Teacher As Background Information	
Activity Set Evaluation Answer Sheet	1
Field Trip Preparation (to be made in advance)	
Sample Routes: "From Manteo to Cherokee"	1
"Going on Vacation"	1
Using Map Co-ordinates To Locate Places Answer Key	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Cartography
Hibitat
Choice

II. OBJECTIVES	Activity Number
1. Knowledge	
Students will know tnat persons in their state and city, as individuals and in groups, are interdependent.	3,5,6
2. Skills	
Students will learn or improve map skills in reading a state and city map to acquire needed information.	1,2,3,4
Students will find out what we learn from a road map and a city map.	1,2,3,4
Students will use state and city maps to acquire needed information.	1,2,3,4
Students will be able to make decisions about use of state and city maps.	5,6
Students will participate in implementing decisions about travel, using maps.	7
3. Responsible Behavior	
Students will evidence good citizenship in the classroom, school, and community.	1,2,3,4,5,6,7,8
Students will accept the consequences of their own actions in following route maps they prepare.	8

Activity 1

Instructional Objective: After viewing the filmstrip, What is a Map?, students will be able to match objects and places in a photograph with symbols on a map. After discussing the filmstrip, students will be able to draw a route map from their home to their school.

Materials: Filmstrip--"What is a Map?"

Special Directions to the Teacher:
In the filmstrip the term Key is used. Explain to the students that legend is another name for Key when using maps. Place questions on the board prior to viewing the filmstrip.

Teacher Activities	Student Activities
(This filmstrip is an introduction to maps.) Students should understand the terms map, map symbols, key (legend).	
Say to the students: As an introduction to our study about maps, let's view this filmstrip and look for answers to these questions:	1. Read and think about questions. 2. View the filmstrip. 3. Discuss the questions.
1. What is a map?	A drawing or representation made on a flat surface showing the whole or part of an area.
2. What is a map symbol?	Signs that look something like the real objects or places.
3. What symbol is used to show a river on a map?	Blue outlined by black.
4. What symbol is used on most maps to show town and cities?	Dot.
5. How would you define the word key or legend?	The section of the map which explains all the symbols used on the map. In reading maps, we should always look at the key to see what the maps show.

Teacher Activities	Student Activities
(After viewing the filmstrip and discussing the questions, continue with the following activity. Ask each student to get out a sheet of paper and a pencil. Write the term route map on the board.) I am going to give directions for drawing a route map. Listen to all the directions and then you can complete your drawing. #1. First you must do some thinking. Think about where you live and how you travel from your home to school. This is called your route. On the route map you draw, you will need to show your home, your school, and the streets or roads that you follow. #2. To help others read your map, show in one of the lower corners what symbols you used to stand for your home, your route, your school, and any other place drawn on your map. You may want to include symbols for churches, stores, or rivers if you pass these along the way. This information is the map key and it helps others read and understand your route map. (List the term key under route map on the board.) #3. In addition to the route and the key, you should include a direction finder and a title. (Route Map From Home To School) on your map. (Add both terms to list on the board.)	

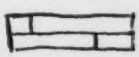
Activity 1 (Continued)

Teacher Activities	Student Activities
Do you have any questions? You may begin. When you finish, exchange maps with a friend and see if you can read his map. (Walk around and assist students individually, pull group together, share several route maps with the class, discuss activity.) This activity shows one important use of maps. What is it?	1. Ask questions about activity. 2. Draw route maps. 3. Share maps with class. 4. Discuss activity. How to get from one place to another.

Activity 2

Instructional
Objective: Given symbols on a road map, students will identify their meaning by using the map legend.

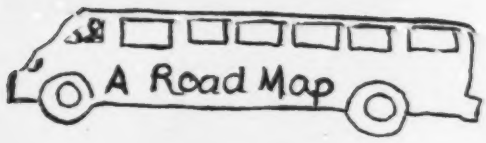
Materials: Laminated N.C. maps
Crayons
Transparency--"What Do These Symbols Tell You"

Teacher Activities	Student Activities
(Divide students into groups of two and distribute a N.C. map to each pair.) Find the legend and use it to locate some of the symbols on the map. (Give students a chance to explore maps and then have them direct their attention to the transparency.) Let's go through each of these symbols and tell what it stands for. As we identify each one, locate an example somewhere on your N.C. map.	Using the maps, students will explore them and locate such symbols as interstates, state forests, points of interest, state capitol, and scale of miles. Student volunteers will identify symbols and give example from the N.C. map.
Now that you can recognize map symbols, let's play a game to see which group can answer questions about the map first.	Students will need to use legend to find symbols for forest, U.S. highways, county lines, county seat, and population.
#1. What U.S. highway passes nearest to Uwharrie National Forest in the Piedmont Region.	U.S. 220
#2. Use your crayon to trace the county boundary lines for each of these counties--Durham, Guilford, Rockingham, and Wake. (List counties on the board.)	
#3. Within each county, find the city which is the county seat. (Have student volunteer write county seat city beside the correct county listed on the board.)	Wake - Raleigh Rockingham - Wentworth Guilford - Greensboro Durham - Durham
#4. Which symbol is used to describe cities and towns under 2,000 population.	
#5. Which symbol is used for Greensboro.	

Activity 2 (Continued)

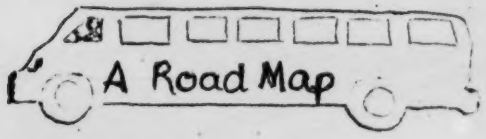
Teacher Activities	Student Activities
#6. Name other major N.C. cities over 10,000 in population.	Charlotte, Winston-Salem, Asheville, and Wilmington.
#7. Trace the route from Durham to Raleigh by U.S. 70. Notice the color of the highway symbol and the red asterisks at the center of each city. Check your legend to find out what this tells us about mileage.	
#8. What is the approximate mileage between Durham and Raleigh?	23 miles
#9. Is there a better route to follow? Why do you say so?	
#10. What point of interest in near N.C. 150 north of Greensboro?	Guilford Courthouse and National Military Park.
#11. Find other points of interest you have visited or would like to visit. Circle at least two with your crayon.	
(Move from group to group as students share their findings. When finished, have students roll maps up and use their crayon to print their names on the outside of the map.)	
(After all maps have been collected and group is settled ask this question--"How has this map excercise helped you?")	Students summarize main points of the lesson.

North Carolina



What do these symbols tell you?

North Carolina



What do these symbols tell you?

- Rest Areas
- Points of Interest (* Names of these place are printed in red)
- Population 5,000 to 10,000
- Interchanges — Multilane Divided, Access Fully Controlled
- Hard Surface Road
- Railroad
- Ferry
- State Capital
- County Seat
- Population over 10,000
- 85 — Interstate
- 20 — State Road
- * 29 * — Total mileage between asterisks

0 5 10 20 30

Scale of Miles

One inch equals approx. 13 miles

Activity 3

Instructional Objective: After completing activities on using map co-ordinates, students will be able to locate graphically places of interest in North Carolina.

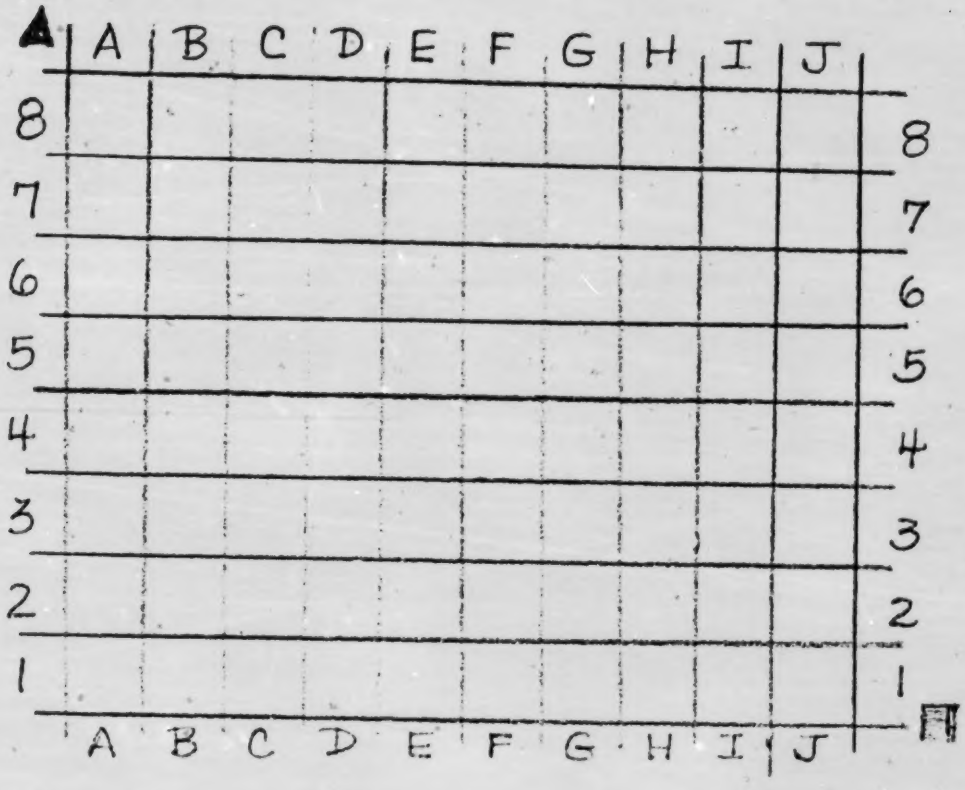
Materials: Laminated N.C. maps, crayons (black, green, purple, blue), Transparency--"Map Co-ordinates"
Worksheets--"Missing Bug"
"Using Map Co-ordinates to Locate Places"

Special Directions to the Teacher:
Rulers might be helpful to guide students as they work with map co-ordinates on the N.C. map. This activity will take two days. Begin Day 2 with the activity using the N.C. map to locate places of interest.

Teacher Activities	Student Activities
(Distribute maps to each pair of students. Post a N.C. map on the board.)	
In addition to using the legend, there are other parts to the map which are helpful. These are the index of cities and towns and map co-ordinates. (Write terms on board and draw arrow to point them out on map you have posted on board already.) An index is an alphabetical list of names of cities and towns that point out where each place can be found on the map. It refers to location by using map co-ordinates. Map co-ordinates are a set of numbers and letters which fit together to locate an area on the map.	
(Transparency--"Map Co-ordinates") Can you help me place these symbols in the right block on this grid. Map co-ordinates will help us. (Draw in symbol as student points out the correct space.) Worksheet--"Missing Bug" (Give these directions)	Student volunteers will point out area to place symbol in by going to screen. Students will work independently.

Teacher Activities	Student Activities
To give you additional practice in using map co-ordinates, this worksheet will help you. Begin by labeling the direction finder in the upper left corner of the worksheet. Write your name on the top right line. Let's do the first part of #1 together. It reads--"Color these squares purple; all squares from 5-F north to 5-M." (Move around classroom checking to see if students understand.) You may use the rest of the period to complete the worksheet on your own.	1. Label direction finder N-S-E-W 2. Print name 3. Locate block 5-F. Move north to block 5-M. Color all blocks in this area purple.
Day 2: Today we are going to use what you have learned about map co-ordinates to locate places in North Carolina. To begin with, find our city in the index and tell me which map co-ordinates are used to locate it. (Check to see that students understand. You may want them to locate all four cities listed.) (Distribute worksheet--"Using Map Co-ordinates to Locate Places") Complete this worksheet. Tell what place of interest, park, forest, or body of water is located nearest to the map co-ordinate listed on the worksheet. There may be several points of interest listed under co-ordinate.	Durham H-2 Eden G-1 Greensboro G-2 Raleigh H-2

Map Co-ordinates



			A	
Write	⊙	at	F	4
Write	✒	at	A	5
Write	⊘	at	H	8
Write	#	at	B	1
Write	⊘	at	G	3
Write	✦	at	D	7
Write	✿	at	E	2
Write	▣	at	I	1

NAME _____

MISSING BUG

Use the directions below to find the missing bug.

1. Color these squares purple.

   All squares 5-F north to 5-M

   All squares 6-M east to 8-M

   All squares 8-L south to 8-F

   All squares 7-F west to 6-F

   6-N
   7-N
   6-E
   7-E

2. Color these squares black.

1-L	9-M	1-I	9-J	1-F	9-G
2-L	10-M	2-I	10-J	2-F	10-G
2-M	11-M	2-J	11-J	2-G	11-G
3-M	11-L	3-J	12-J	3-G	11-F
4-M	12-L	4-J	12-I	4-G	12-F

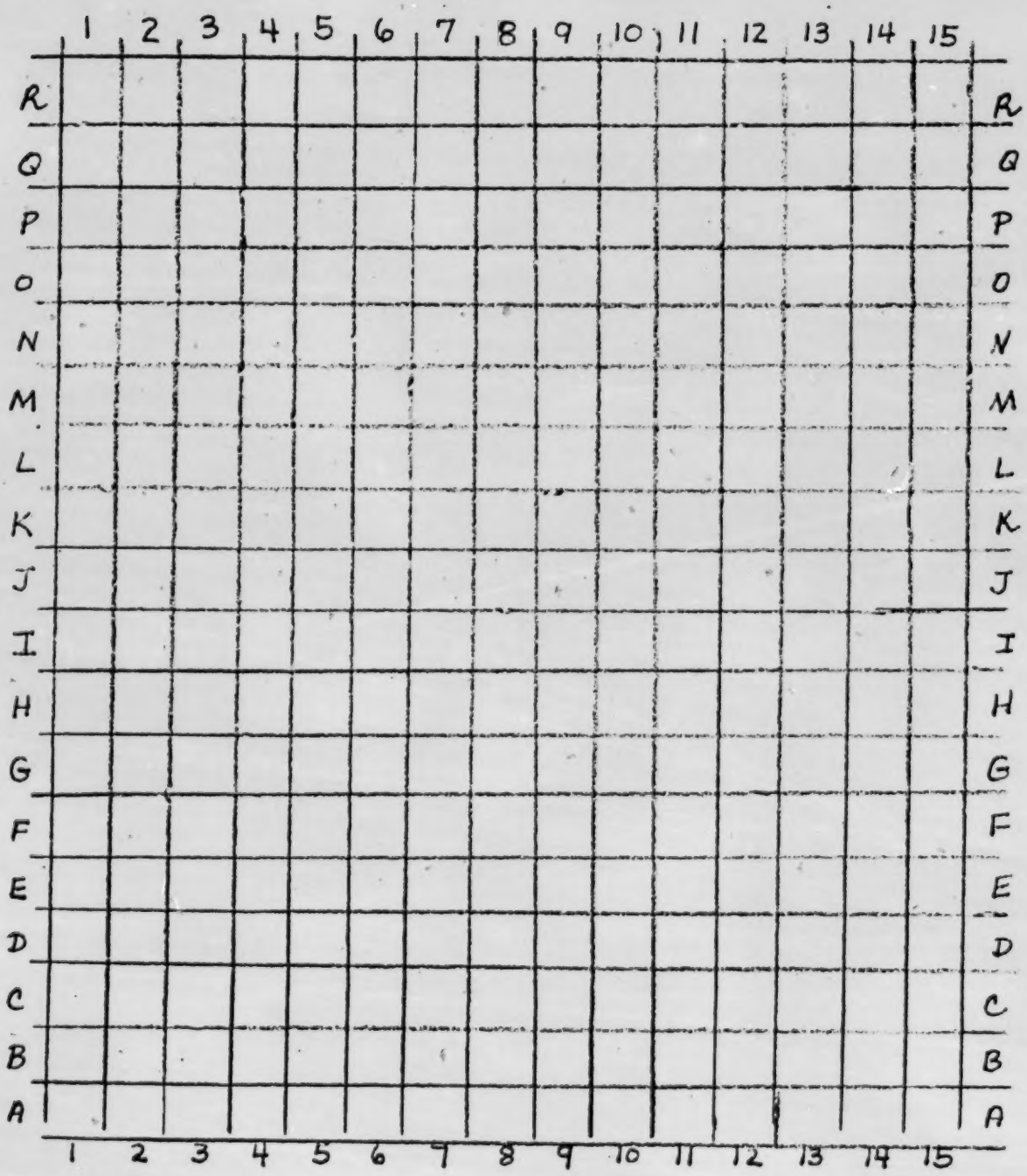
3. Color these squares green.

   8-O
   9-P
   5-O
   4-P

4. Color these squares blue.

   3-Q
   10-Q

Find The Missing Bug



Using Map Co-ordinates To Locate Places

What place of interest--park, forest, or body of water is located nearest to these map co-ordinates.

Coast

1. M-1
2. L-4
3. K-2
4. J-5

Piedmont

1. F-1
2. G-1
3. H-2
4. G-2

Mountains

1. B-3
2. C-2
3. D-2
4. E-1

Using Map Co-ordinates To
Locate Places
(Answer Key)

What place of interest--park, forest, or body of water is located nearest to these map co-ordinates.

Coast

1. M-1 Wright Brothers National Memorial, Kitty Hawk
2. L-4 Fort Macon, Cape Lookout, Marine Resources Center, Theodore Roosevelt Natural Area State Park
3. K-2 Historic Bath, Goose Creek State Park
4. J-5 U.S.S. North Carolina Battleship Memorial, Cape Fear Lighthouse, Brunswick Town, Airlie Garden, State Park, Orton Plantation, Carolina Beach, Ft. Fisher, Marine Resource Center

Piedmont

1. F-1 Hanging Rock, Pilot Mtn. State Park
2. G-1 Guilford Courthouse
3. H-2 State Capitol, Planetarium, State Fair, U.N.C., W.B Umstead State Park
4. G-2 N.C. Zoological Park and Gardens

Mountains

1. B-3 Joyce Kilmer Memorial Forest, Nantahala Dam, Chatuga Dam, Santeetlah Dam
2. C-2 Cherokee Indian Reservation, Appalachian Trail, Biltmore Estate, Vance Birthplace
3. D-2 Linville Caverns, Crabtree Meadows, Craggy Gardens, Mt. Mitchell State Park
4. E-1 Mt. Jefferson State Park, E.B. Jefress State Park, Doughton Park, Stone Mountain State Park

Activity 4

Instructional
Objective: After studying the graphic scale of miles, students will be able to measure the distance between specified locations on a North Carolina Map.

Materials: Handout--Measuring Distances
Laminated N.C. maps
Twine
Transparency-"Scale of Miles"

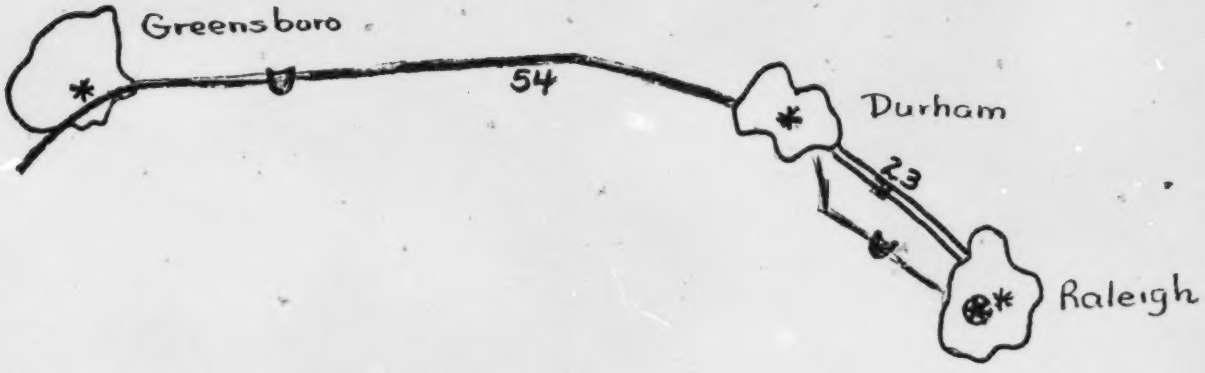
Special Directions
to the Teacher:
Cut twine into 12" long pieces. There should be one piece for each student.

Teacher Activities	Student Activities
(Distribute a N.C. map to each pair of students and a piece of twine to each student.) If we look at our N.C. map, we realize that this map is much smaller in size than N.C. actually is. Therefore, short distances on maps stand for longer distances on the earth. Look at the legend. Find information that shows you how to compare distances on the map with distance on the earth. This is called the scale of the map.	
(Use transparency--"Scale of Miles" As students follow your oral directions on their maps, show how to measure mileage by using the transparency.)	
Look at the scale on your map. Find how many miles on the earth are represented by one inch on the map.	One inch equals approximately 13 miles.
Use a piece of string to measure the distance from Greensboro to Durham by way of I-85. (Also point out to the students that total mileage can be determined by look-	Greensboro to Durham is about 55 miles. The red shows it to be 54 miles.

Activity 4 (Continued)

Teacher Activities	Student Activities
ing for red asterisks and checking the mileage printed in red above the highway symbol, or add up mileage between towns and junction usually found printed in black along N.C. highways.)	
Is Durham or Rocky MT. closer to Raleigh? How do you know?	Durham is closer because it's 23 miles from Raleigh to Durham and 53 miles from Raleigh to Rocky Mount.
Are there any questions about scale of miles?	
(Distribute worksheet--"Measuring Distances" to each student. Assist them individually as they work.)	Students work independently.
Let's practice computing mileage between several places. Use the index of cities and town along with map co-ordinates to determine the location of each city or town.	

Scale of Miles



State Capital

Population of cities over 10,000

Interstate Highway

U.S. Highway

20 Total mileage between asterisks

Scale of Miles

0 5 10 20 30

One inch = 13 miles

Key

Measuring Distances

Follow the route given between the two places listed and determine the total mileage.

1. Eden to Greensboro--
   N.C 14 and U.S. 29 — 45 miles

2. Elizabeth City to Plymouth--
   U.S 17 and N.C. 45 — 57 miles

3. Greensboro to Raleigh--
   I-85 and U.S 70 — 78 miles

4. Lumberton to Southern Pines--
   N.C. 211 and U.S. 1 — 48 miles

5. Boone to Salisbury--
   U.S 421 and U.S. 601 — 100 miles

6. Durham to Chapel Hill--
   U.S 15-501 — 15 miles

Activity 5

Instructional
Objective: Based on map skills previously studied in activities one through four, students will plan a trip from their hometown to various places of interest across North Carolina.

Materials: Handouts---"Guide for Mapping a Trip"
Laminated N.C. maps
Crayons

Special Directions
to the Teacher:
Encourage students to use travel brochures and other material in the learning center. For your reference two types of sample routes are provided. If you do prefer to use either sample, simply have your students list their route and places along the way. This may take several class periods.

Teacher Activities	Student Activities
Up to this point, we have learned many things about using our maps. Now we are ready to put our knowledge to use. You are to plan your next family vacation. You can go as many places across North Carolina as you want. How many of you already know somewhere you would like to go? You seem to be ready to get started. Let me show you several things which might help you in planning your trip. (Show the N.C. map. Explain that they are to choose the best route and point out places of interest along the way. Discuss the process of mapping out a trip. Share with students "Guide for Mapping a Trip." Give examples of how to begin. Use sample route if necessary.)	Several students share ideas. Students are to ask questions about project. Students may want to research historic places and include this in a booklet along with the vacation route.

GUIDE FOR MAPPING A TRIP

"Planning a vacation trip is mainly a matter of gathering information, and then using it to outline your itinerary and make advance arrangements."

"The basic tools of vacation p[illegible]ning are tour or guidebooks and brochures, maps or an atlas, and your own imagination. From the tour books, you'll get ideas for places to visit and information on accommodations; on the maps you can lay out your route; and using your imagination you can plan an itinerary that will be interesting and enjoyable for the whole family."

1. Write the North Carolina Department of Conservation and Development, Box 27687, Raleigh, NC 27611. Be specific about your vacation plans. Indicate when you plan to visit the state; whether you like camping areas or motels; whether you like recreational spots or historic sites. (Students may want to use travel brochures in learning center.)

2. Study information acquired and decide on places you would like to visit.

3. "On a good, current highway map you'll want to mark the route of your vacation trip. Remember that the best road between two points on a vacation trip is not always an interstate highway. That is possibly the quickest way to travel, but often an uncrowded, slower road will provide a better view of the natural beauty of the region you're visiting. Look in the guidebook for tips about scenic roads that are worth visiting."

adapted from
Better Homes and Gardens Idea Publication--Travel Ideas
Meredith Corporation, 1972.

Activity 6

Instructional Objective: Given a map of North Carolina and a map of a city in North Carolina, students will be able to identify similarities and differences between the two kinds of maps.

Materials: Laminated N.C. maps
City Maps
Crayons

Special Directions to the Teacher:
Prepare in advance a chart listing places and addresses of community agencies or points of interest in the community.

Teacher Activities	Student Activities
(Post both a state and city map on the board. On sentence strips print the words towns, roads, rivers, lake, index, map co-ordinates, schools, street names, state borders and legend. Post them on an easel which you place beside the board.)	
Let's look at these two maps. Listed on the easel are things which can be found on maps. Some things apply only to city maps, some things apply only to state road maps, and some things apply to both maps. Would you help me place the sentence strip under the right map. If it applies to both maps, we'll just leave it on the easel.	Students will place sentence strips. The list should resemble the following: State towns roads rivers lake state borders City river (maybe) lake (maybe) school (meaning city) street names Both map co-ordinates index legend

Activity 6 (Continued)

Teacher Activities	Student Activities
(If there is controversy amoung the students let them solve it by checking the maps more carefully.) (Discuss all three categories and point out examples of each item mentioned.)	Use maps to show examples.
(Remove the state map. Direct students attention to the city map.)	
Again we must use all parts of the city map to help us read it accurately ... remember the key or legend, index (on a city map the index tells us street names), and map co-ordinates. Using these tools you will be able to locate the following places. (Post chart such as this one. Distribute a city map to each pair of students.)	
1. Where you live 2. Frazier School - Galway Drive 3. Historical Museum - 130 Summit Avenue 4. Governmental Center - Greene Street 5. Animal Shelter - W. Wendover Avenue 6. Natural Science Center - Lawndale Drive 7. Health Department - 301 N. Eugene Street 8. Army Recruiting Sub Station- 324 W. Market Street 9. Coliseum Complex - 1921 W. Lee Street 10. County Administration Building 201 S. Eugene Street	Students will find places listed on chart. They will work with a partner.
(Move from group to group to assist students.)	

Activity 7

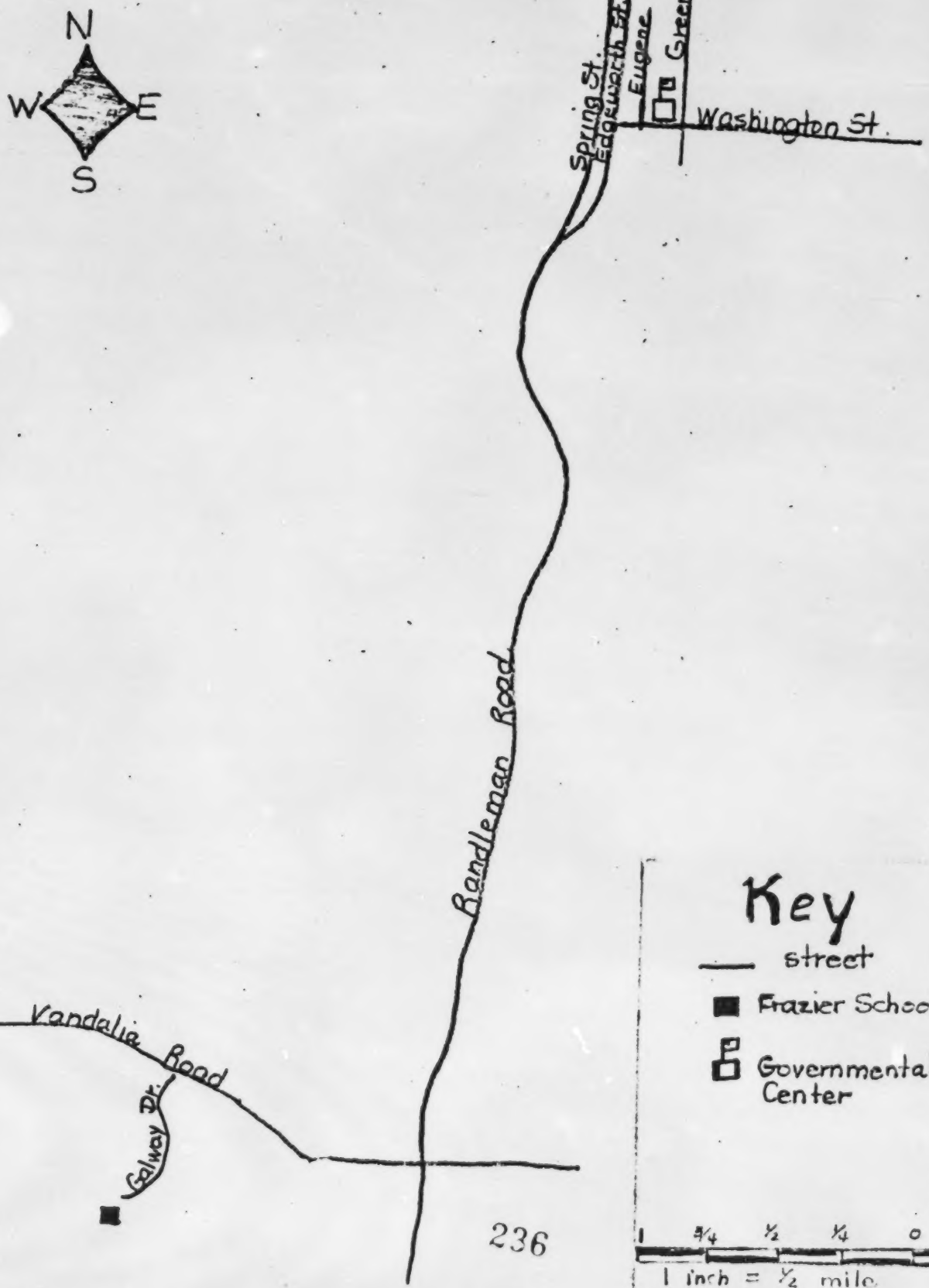
Instructional
Objective: Given a street map of the city or local area, students will draw a route map which shows how to proceed from their school to a point of interest in the community.

Materials: Laminated city maps
Construction paper or newsprint
Twine (12" long)
Transparency--"Illustration of a Route Map."

Special Directions
to the Teacher:
Decide on a place within the community you will be able to visit or tell the students this will be an imaginary trip.

Teacher Activities	Student Activities
In planning our field trip I need you to figure out how we should get to our destination. Each of you will be responsible for drawing a route map from our school to the place we plan to visit. Look at this example of a route map. (Transparency-"Illustration of a Route Map.") It includes a title, key, direction marker, and the route. You are to do the same as you draw your route map. Let's get with our partner and begin work.	Each student will draw a route map. They will work in pairs so that they can share the city maps.

Illustration of a Route Map



Activity 8 (Optional)

Instructional Objective: After studying Map Skills For North Carolina Citizens, students will use their maps to get to their destination.

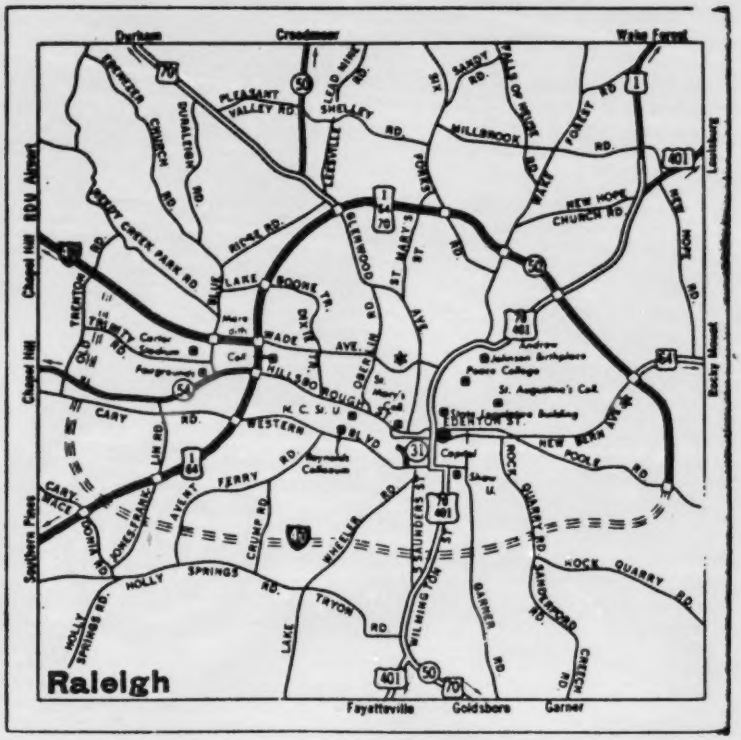
Materials: Student made route maps
Parent volunteers to drive

Special Directions to the Teacher:
This activity can be omitted if you are not planning a field trip.

Teacher Activities	Student Activities
(Preparation for field trip.)	Students will help recruit parent volunteers. Students will share with parent driver their maps. Decisions will be made on how to get to destination. Student will visit at destination and return to school and tell about their experience. They will examine problems they encountered, alternatives they chose, and explain reasons for various courses of action. They will also share information about the place they visited.

BEST COPY AVAILABLE

ACTIVITY SET EVALUATION



1. Look at the map of Raleigh. Answer these questions.

   a. What do these symbols tell you?

   b. In what direction would you travel on Hillsborough and Edenton Street to get from Meredity College to the State Legislative Building?

   c. Explain the best route from Reynolds Colliseum to the Capitol.

   d. This city map shows which of the following: (circle the correct answers)

See next page

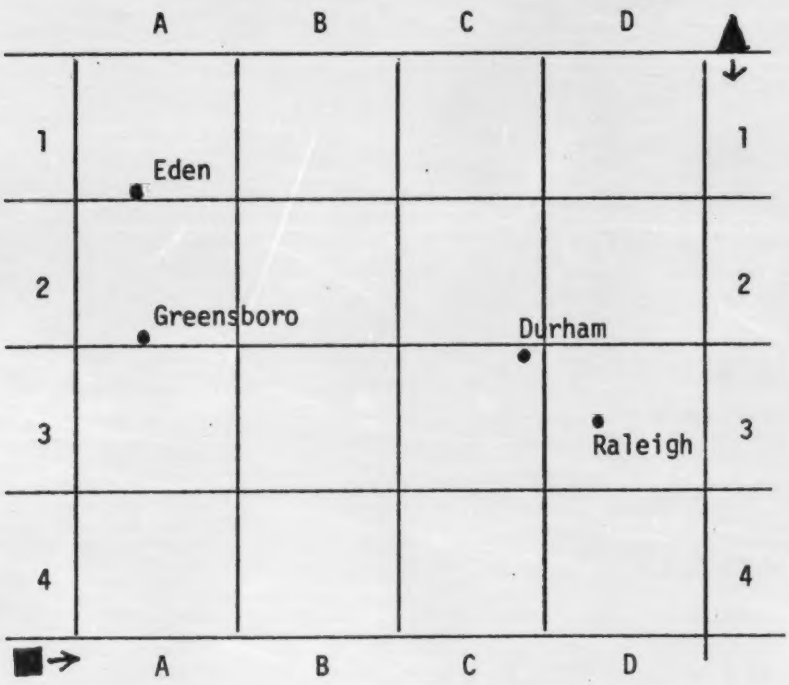
ACTIVITY SET EVALUATION
(Continued)

streets
oceans
schools (including colleges and universities)
state borders
interstate highways
rest areas
lakes
rivers

2. Evaluation (Continued)

Label the map co-ordinates for each of these cities:

a. Durham
b. Eden
c. Greensboro
d. Raleigh



3. On another sheet of paper draw a road map of an imaginary place. Show interstate, U.S., and state roads. Show cities, towns, and places of interest. Be sure to include a key and symbols similar to those found on the North Carolina map.

ACTIVITY SET EVALUATION
(Answer Sheet)

1. Places of Interest
State Road
Capitol
Interstate

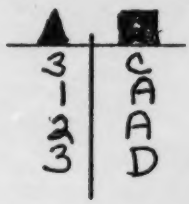
b. East

c. East on Western Blvd., North on Garner Rd., and West on Edenton Street.

d. streets, schools, interstate highways

2.

a. Durham
b. Eden
c. Greensboro
d. Raleigh



PROBLEMS! PROBLEMS! PROBLEMS!
THE LOCAL GOVERNMENT CAN HELP

Grade 3

Lora W. Womack
Ceasar Cone Elementary School
Greensboro City Schools
Greensboro, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

It is assumed that most third graders have some knowledge of the state and federal governments but very little understanding of the local government.

It is important that students learn about local government and the services it provides citizens.

The student should be made aware of the fact that local government is working to make a city or town a better place to work and live by trying to solve the problems of its citizens.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
"Community Services." U.S.A. Today. (Published by KBH Productions, Inc.) Culver City, Calif.: Social Studies School Service, (Cost = $15.90).	1
"What Is Beautiful." The Whimsical World of Robert Sargent. Irvington-on-Hudson, N.Y.: Hudson Photographic Industries, Inc., (Cost = $17.00).	1
Photo Aids	
Rillo, Thomas J. Ecology The Pollution Problem. Elgin, Ill.: David C. Cook Publishing Co., (Cost = $7.95).	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
A Hambees Next Door	35
Name the Names	35
People Can Help	35
Problem--Congested Traffic	35
For the Teacher As Background Information	
Activity Set Evaluation Answer Key	1

RESOURCE MATERIALS ALSO RECOMMENDED

For the Student

BOOKS:

Hoff, Syd. Giants and Other Plays for Kids. New York: Putnam's Sons, 1973.

Peet, Bill. Wump World. Houghton Mifflin, 1970.

For the Teacher As Background Information

Newmann, Shirlee P. and Sherman, Diane. About the People Who Run Your City. Chicago: Melmont Publishers, Inc., 1965.

Schwartz, Alvin. The City and Its People--The Story of One Cities Government. New York: E.P. Dutton and Co., Inc., 1967.

Smith, F.C. First Book of Conservation. New York: Franklin, Watts, Inc., 1954.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Citizenship
Decision-Making
Rights and Responsibilities
Conflict
Ecology

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that citizens in their communities have rights and responsibilties.	1,2,5
Students will know that every community has difficult problems to face.	1,2,3,5
Students will know that people need some form of government in order to make rules, keep order, and provide services.	1,2,3,4,5
2. Skills	
Students will acquire needed information and will use this information to solve problems.	1,2,3,4,5
Students will make decisions about problem situations in their community.	1,2,3,4,5
3. Valuing	
Students will analyze their values about their role as a citizen.	1,2,3,4
Students will analyze their values about the role of local government in solving problems.	1,2,3,4,5
Students will be able to understand the need for change to solve present environmental problems.	1,2,3,5
4. Responsible Behavior	
Students will show evidence of good citizenship by actively participating in decision-making in the classroom.	1,2,3,4

II. OBJECTIVES (Continued) Activity Number

4. Responsible Behavior

Students should be able to describe conflicting demands present in problems which must be solved by the community in which they live.	2,3
Students should be able to identify ways in which it is possible for they themselves to help solve problems present in our environment.	1,2,3,4,5

Activity 1

Instructional
Objective: After viewing the filmstrip "Community Services," the student will be able to list people who provide services and identify the three levels of government.

Materials: Filmstrip--Community Services
Worksheet--Name the Names

Teacher Activities	Student Activities
Tell students to look for services paid for with the tax dollar. Ask them to look for services paid for by 1) Federal Tax 2) State Tax 3) Local Tax	Students listen to the teacher for instructions while viewing the filmstrip.
Show the filmstrip, "Community Services."	
Ask students to list people who provide services and then to select from the list one or two individuals whom they would like to draw. Examples: - Firemen - Policemen - Mailmen - Park and Recreation Attendants - Sanitation Workers - Teachers	Students list individuals who provide services and one of these people.
Introduce the topic of taxes by having students find out some services provided by local, state and federal taxes. Next, discuss the services that would be discontinued if the local, state or federal governments refused to support tax-based programs.	Divide the students into 3 groups and assign each group a separate level of government: - Federal - State - Local Have each group determine the type of services provided by taxes.

Activity 1 (Continued)

Teacher Activities	Student Activities
Ask, what would things be like if people refused to pay their taxes? Could services be provided? How would the people who provide the services be paid? Develop the idea that we, the people, pay for our own services through our taxes.	

NAME THE NAMES

	The executive is called	The legislature is called
My local government is		
My state is		
My nation is		

Activity 2

Instructional
Objective: After viewing the photo-aids, students will be able to cite causes of polluted air and ways in which it can be prevented.

Materials: Photo Aids--Ecology - The Pollution Problem

Teacher Activities	Student Activities
Show the pictures in Ecology - The Pollution Problem and talk with the students about what is happening in the pictures.	Let children choose a picture to write or tell a story about.
Use the chalkboard or chart, to record student's idea of the causes of pollution.	Children may draw pictures of polluted things or clean things for a bulletin board.
Discuss ways the local government adults and students can help clean up our polluted air, water and land.	Explore feelings. What kind of city or community would you like to live in? One free of pollution? How can this be accomplished?
Contact the city sanitation superintendent and ask him to talk with the class about pollution and control in the city.	
	On the way home from school, the children could make a list of all examples of litter and bring the list to class the next day.

Activity 3

Instructional
Objective: After viewing the filmstrip, students will be able to compare things that are beautiful with things that are ugly.

Materials: Filmstrip--"What Is Beautiful"
Worksheet--People Can Help

Special Directions
to the Teacher:
Set the mood by asking these questions. How do dirty or ugly things make you feel? How do beautiful things make you feel?

Teacher Activities	Student Activities
Before showing filmstrip, tell the children to look for the things the rabbits compare.	After showing filmstrip, the students should have noted that the rabbits compare: - Tree - Rock - Blue Sky - Corn Field - Mountain - Fence
What did they ask the turtle to decide and what did the rabbits finally decide?	The turtle could not decide for the rabbits what was beautiful. The turtle had to decide for himself. We all see things in different ways which make the world a wonderful place to live. Children may draw pictures of ugly things or beautiful things for a bulletin board.

Bulletin Board

Beautiful	Ugly

PEOPLE CAN HELP

Name one way people can help with respect to each of the following areas:

1. Rivers and Streams _____

   _____

2. Noise _____

   _____

3. Smoke and Smog _____

   _____

4. Plants _____

   _____

5. Animals _____

   _____

6. America's National Parks _____

   _____

7. Litterbugs _____

   _____

8. Ugly Signs _____

   _____

9. Recycling _____

   _____

Activity 4

Instructional
Objective: After reading the story, students will be able to identify the problem described in the story and will be able to offer a solution.

Materials: Handout--A Hambees Next Door

Special Directions
to the Teacher:

Information concerning zoning commissions: The zoning commission initiates and receives proposals for amending or repealing the official zoning map. It considers proposed amendments to the text of the zoning ordinance, amends the zoning map under certain conditions and makes recommendations to the city council on zoning map and text amendments. This commission is appointed by the City Council, and by the Advisory Boards and Commissions.

An "open door policy" and "citizen participation" are encouraged at the council meeting by those in city government. Appeals may be made to the City Council by those interested in changing government policy.

Teacher Activities	Student Activities
Discuss the meaning of the terms "residential" and "commerical".	
Read story to the class.	Students discuss the story "A Hambees Next Door," after dividing into small groups.
Ask, why do you think Billy's parents feel as they do?	
What are some problems that might be caused by having a Hambees in a residential neighborhood?	Make a list of some of the problems that would be caused by a hamburger restaurant being built in a residential area. Children should conclude that there would be noise, litter, odors, traffic problems, neighborhood change, and late hours when the restaurant would be open.
Do you think Billy will really be happy with a Hambees next door? Why or why not?	
How would you feel if a Hambees were built next to your house?	

Activity 4 (Continued)

Teacher Activities	Student Activities
What rights do the Mitchell's have as citizens?	Students should agree that a zoning board protects the resident and the businessman.
How might the city zoning board help in this case?	
Conclude this activity by having students role play a home owner disagreeing with Hambees owner over whether a Hambees should be built on a residential street.	
Discuss the role-playing excercise by having students state the issue, identify the problems, present arguments for and against each side of the issue, and explore possible solutions to the problem.	

A HAMBEES NEXT DOOR

Bill Mitchell was very happy when he heard his father say that a hamburger restaurant, Hambees, might be built on the vacant lot next to their house. He couldn't understand why his mother and father seemed so upset. He had heard them say that the zoning board had rezoned a section of their street from residential to commercial use. Billy just didn't quite understand the meaning of the words residential and commerical.

Billy knew that his father and mother planned to attend the zoning commission meeting on Monday. He asked if he could go too. He wanted to know just why his parents were so upset. A Hambees next door--he couldn't think of anything "neater."

Activity 5

Instructional
Objective: After studying the "Problem--Congested Traffic" worksheet, the students will be able to offer a solution to the simple traffic problem.

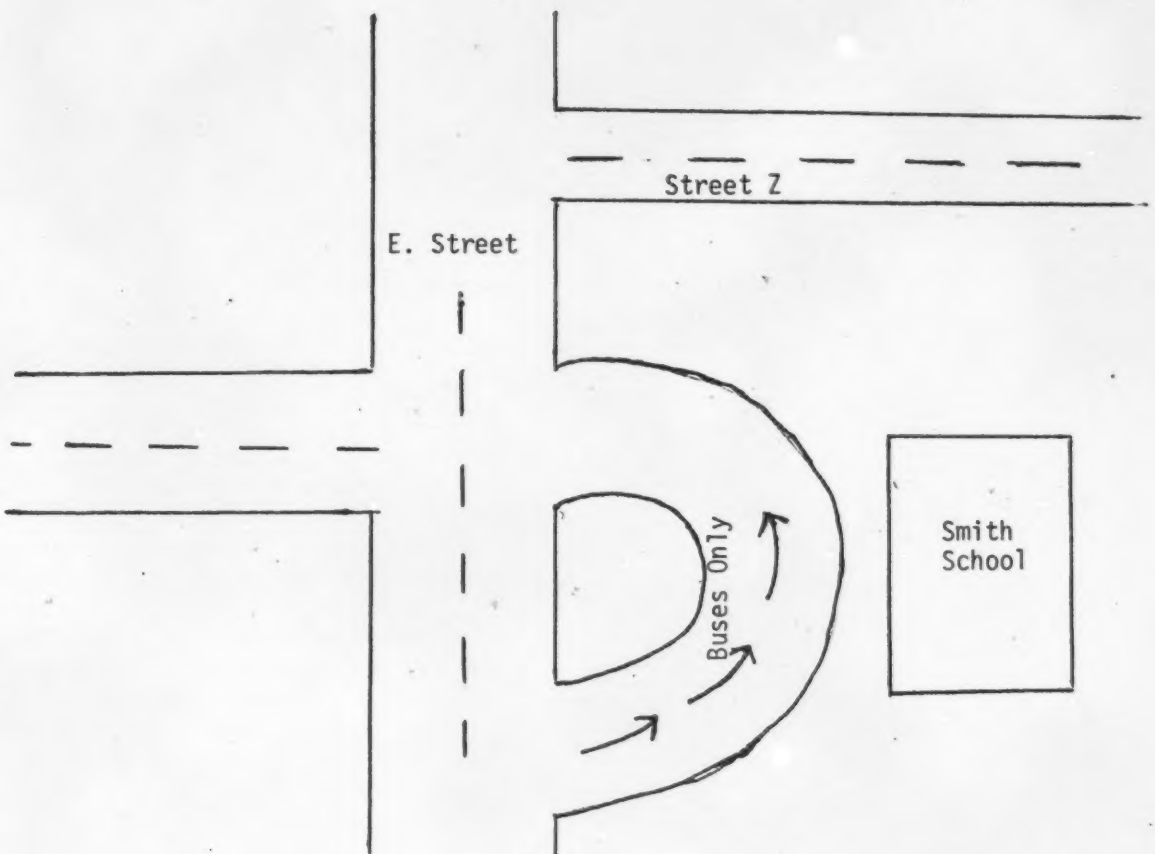
Materials: Worksheet--Problems--Congested Traffic

Teacher Activities	Student Activities
Hand out "Problems--Congested Traffic" worksheet to students. Read problem to the class.	Brainstorming will result in students thinking of many solutions to the problem.
Ask, how many ways can you think of to solve the problem?	Divide students into groups of four or five and ask them to decide on one recommendation.
What recommedations would you make to the traffic and transportation department?	Draw solution on map.
If students are slow in thinking of a solution, you might suggest one of the following: - Widen street--adding a lane for loading and unloading. - Re-route traffic another way during school hours. - Install stop light with--Walk and Do Not Walk signals.	
Direct students to play a parent presenting his suggestion to the Traffic and Transportation Department.	In discussing the role play, students will state the problem, identify the dangers, present arguments for the proposed solution and explore alternative solutions.

PROBLEM--CONGESTED TRAFFIC

The parents who bring their children to Smith School in automobiles are concerned about the traffic congestion on E. Street. The morning traffic is so congested that it is dangerous to stop and let children out of automobiles to get into the school building.

You must make a recommendation to the City Traffic and Transportation Department. What would you propose?

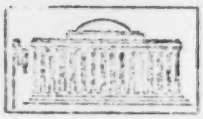


ACTIVITY SET EVALUATION

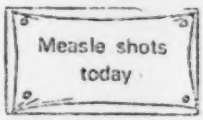
1. Circle the services below that are paid for by our tax dollar.

city workers

traffic and transportation

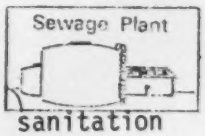


buildings and supplies

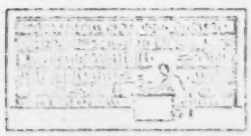


health and welfare

parks and recreation

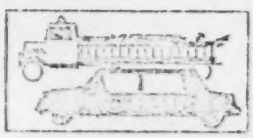


sanitation



libraries

schools



fire and police protection

2. If your family had to pay for all the services shown in the picture above, do you think it would be more expensive or less expensive than paying taxes?

3. Fill in the blanks.

The three branches of government are _____, _____ and _____.

The _____ lives in Washington, D.C.

Congested _____ creates problems.

_____ is harmful.

Citizens have _____ and responsibilities.

Word Bank

State
traffic
President
local
pollution
rights
federal

4. Name the kind of car that you would like to own someday. How will taxes provide money that will affect you as an owner and driver of your new car? (for example, it may affect the following: driver's license, car license, roads, bridges, speed limits, traffic enforcement, etc.)

ACTIVITY SET EVALUTATION (Continued)

5. Have students produce their own role playing and sociodrama incidents to illustrate (4) above.

ACTIVITY SET EVALUATION
ANSWER KEY

1. Circle all pictures

2. Child's own explanation
   (More)

3. a. local, state and federal
   b. President
   c. traffic
   d. Pollution
   e. rights

Optional--

4. Childs own answer (accept)

5. Role play